

### NOTICE OF MEETING Special Education Advisory Committee Wednesday, 16 January 2019 Trustees' Committee Room 7:00 pm

#### COMMITTEE MEMBERS

#### **Trustee Members:** Christine Boothby Trustee, Zone 2

Rob Campbell Trustee, Zone 5

### Member Association Representatives:

Association for Bright Children of Ontario, Cathy Miedema, Member; Dragos Popa, Alternate

Down Syndrome Association, Mark Wylie, Member;

Ontario Association for Families of Children with Communication Disorders, Ian Morris, Member; Sean Popal, Alternate

Easter Seals Ontario, (Vacant)

Community Representatives: Rob Kirwan

Susan Cowin

#### **ASSOCIATION REPRESENTATIVES (NON-VOTING):**

Ottawa-Carleton Elementary Teachers' Federation, Susan Gardner, Member; Wulf Heidecker, Alternate

Professional Student Services Personnel, Nancy McLaren Kennedy, Member; Connie Allen, Alternate

Ontario Secondary School Teachers' Federation, Jean Trant (SSP), Member Catherine Houlden (Teachers) Kelly Granum (Occasional Teachers), Alternate

#### STAFF:

Peter Symmonds, Superintendent of Learning Support Services

#### **DISTRIBUTION:**

All Board Members

Senior Administration

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Lyra Evans Trustee, Zone 9

Autism Ontario, Ottawa Chapter, Katie Ralph, Member; Samantha Banning, Alternate

Learning Disabilities Association of Ottawa-Carleton, Linda Barbetta, Member; Andrea Nelson, Alternate

Ottawa-Carleton Assembly of School Councils, Donna Owen, Member; Safina Dewshi, Alternate

VOICE for deaf and hard of hearing children, Jim Harris, Member; Terry Warner, Alternate

#### Schoonialadon-Campbell

Council for Exceptional Children, Vacant

Ottawa-Carleton Elementary Operations Committee, Nancy Dlouhy

Ottawa-Carleton Secondary School Administrators' Network, Kimberly Elmer, Member

Student Senate, Anna Dahlgren

### ABOUT SPECIAL EDUCATION ADVISORY COMMITTEE:

- The Special Education Advisory Committee shall:
  - (a) make recommendations to the Board in respect of any matter affecting the establishment, development and delivery of Special Education programs and services for exceptional pupils of the Board;
  - (b) participate in the Board's annual review of its Special Education Plan;
  - (c) participate in the Board's annual budget process as it relates to Special Education; and (d) review the Board's financial statements related to Special Education.
- The Special Education Advisory Committee shall normally report to the Board through the Education Committee.
- The Special Education Advisory Committee usually meets on Wednesday evenings each month during the school year at 7:00 p.m. You may confirm dates and start times on the Board's web site.

### SPECIAL EDUCATION ADVISORY COMMITTEE WEBSITE:

 You can find more information about the Special Education Advisory Committee, including SEAC newsletters, the SEAC handbook, IEP information, upcoming events, and useful resources on the SEAC page of the OCDSB website: <u>http://ocdsb.ca</u>

### ABOUT THE SPECIAL EDUCATION ADVISORY COMMITTEE AGENDA:

- The Ottawa-Carleton District School Board posts complete standing committee and Special Education Advisory Committee agendas and reports on the website on the Friday, at least ten days prior to the scheduling of the meeting.
- The draft agenda for Board meetings is posted on the web at least six business days prior to the respective meeting with the final agenda and related reports being posted on the Friday prior to the scheduled meeting.
- In most instances, staff names have been included on the agenda for contact purposes should you have any questions prior to the meeting.
- If you would like further information on this Agenda or how the Committee meeting works, please contact Nicole Guthrie, Committee Coordinator at (613) 596-8211, ext. 8643, or <u>nicole.guthrie@ocdsb.ca</u>

### HOW TO APPEAR AS A DELEGATION:

- The following rules apply to members of the public who would like to address the Committee at a public meeting:
  - If registered by the Thursday prior to the meeting, providing a written submission, and a first appearance on the subject, (up to a 4 minute delegation); or
  - If registering prior to the start of the meeting using the sign-up sheet (up to a 2 minute delegation).
- To pre-register your delegation, you must submit a written statement to Nicole Guthrie on your issue by 4:00 pm on the Thursday prior to the release of the agenda package. Your written statement will be included in the agenda package. If you would like to pre-register, please contact Nicole Guthrie, Committee Coordinator, 613-596-8211 ext. 8643 or <u>nicole.guthrie@ocdsb.ca</u>
- At the beginning of each Committee meeting, a maximum of 20 minutes will be allotted for delegations.

133 GREENBANK ROAD, OTTAWA, ONTARIO K2H 6L3



### SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, January 16, 2019, 7:00 pm Trustees' Committee Room 133 Greenbank Road Ottawa, Ontario

Pages

- 1. Call to Order
- 2. Approval of the Agenda
- 3. Delegations

6.

- 4. Member Information
  - 4.1 Kimana Mar, OCDSB Student and Special Olympian
- 5. Action/Discussion/Information Items

5.1	Report 18-113 Measurement Report on Learning					
	a. Annual Student Achievement Report (ASAR) 2017-2018					
	b.	Board Improvement Plan for Student Achievement and Well- being (BIPSAW)	67			
5.2	Membe	er Orientation				
	a.	Committee Meeting Procedures: A guide to understanding the roles and responsibilities of SEAC at the OCDSB				
	b.	Learning Support Services Department Overview				
5.3	3 Memo 19-001, Western Area Accommodation Review - Specialized Program Class Relocations					
Department Update						
6.1	Special Education Plan (Standards)					
	a.	The Board's Consultation Process	81			
	b.	Early Identification Procedures and Intervention Strategies	83			

7.	Review	Review of Special Education Advisory Committee Report				
	7.1	5 December 2018	91			
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	7.3	Motion/Action Tracking Report, Business Arising	109			
8.	Comm	hittee Reports				
	8.1	Board				
	8.2	Committee of the Whole				
	8.3	Committee of the Whole, Budget				
	8.4	Advisory Committee on Equity				

8.5 Parent Involvement Committee

### 9. New Business

10. Adjournment



### MEASUREMENT REPORT: LEARNING Report No. 18-113

### COMMITTEE OF THE WHOLE (PUBLIC)

6 November 2018

### Key Contacts:

Michele Giroux, Executive Officer, Corporate Services, 613-596-8211 ext. 8310 Dorothy Baker, Superintendent of Curriculum Services, 613-596-8211 ext. 8573

Learning is one of the OCDSB's strategic objectives for 2015-2019. It is defined as "a culture which develops creative, confident and engaged learners who model the Characteristics and Skills expressed in our Exit Outcomes for graduates". The objective states: **By 2019, the District will improve the achievement of students in all educational pathways**.

To support achievement, the OCDSB is committed to understanding the learning needs of our students. As we monitor our progress in this area, this report discusses key work that has been carried out to support student learning. In addition, this report is accompanied by:

- Detailed quantitative evidence of student achievement: Annual Student Achievement Report (ASAR; Appendix A); and
- The identification of priorities which will set District direction in support of student achievement and well-being this year: Board Improvement Plan for Student Achievement and Well-being (BIPSAW; Appendix B).

The information provided in these documents demonstrates how the meaningful use of data can inform our practice.

Primary data for assessing progress on the learning objective are our standardized assessment results for literacy and numeracy (EQAO). To put these results into context, they are examined in comparison to the provincial average. In 2017-2018, OCDSB students outperformed their provincial counterparts on 7 of 10 EQAO assessments. To better understand trends over time, 2017-2018 results were compared to average results across the previous three years. Analyses revealed that the proportion of students meeting, or exceeding, the provincial standard on EQAO assessments (noted as 'success rate' in the figure below) increased in 4 of the 10 areas.





Figure 1. OCDSB success on EQAO assessments compared to the province.



Analysis of the District's EQAO results, alongside other achievement data, is presented in detail in the ASAR, Appendix A. Given the breadth of the data in the ASAR and the BIPSAW, this document highlights specific pieces of work that support learning at the OCDSB. The discussion of this work and the progress made last year has been organized according to the strategies for the learning objective. The strategies are:

- Promote and encourage the personalization of learning and enhance instructional practice to meet the individual needs of learners;
- Improve and increase access to the educational pathways for every student; and
- Optimize School Learning Plans to develop strategies to support achievement in targeted areas (e.g. numeracy and literacy).

Each of these strategies, and corresponding evidence, will be discussed in turn.

## Strategy #1: Promote and encourage the personalization of learning and enhance instructional practice to meet the individual needs of learners.

### The Early Literacy and Numeracy Observation Tool (ELNOT);

The ELNOT resource has been designed to provide Early Years educators with a sound classroom assessment that measures emergent literacy and numeracy skills. The skills of interest have been identified by research as being important building blocks for future development and successful outcomes. In 2017-2018, the District engaged in the development of district-level normative data, which provides educators with an important point of reference to screen for early intervention and to assess developmental growth of children during the two-year kindergarten program. Over a thousand students were randomly selected from 65 schools for the norming project, with attempts to ensure District representation according to superindendency, types of programs offered, and socio-economic status. The resulting resource provides educators with a tool kit for better understanding students' learning needs in both literacy (e.g., letter identification; concepts about print; phonological awareness; etc.) and numeracy (e.g., number identification; counting; cardinality; etc.).

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### Professional Development;

In 2017-2018, the OCDSB worked to enhance instructional practice in mathematics through professional development. Although professional development opportunities were limited due to the shortage of occasional teachers, staff received support through a K-12 network for School Learning Plan teams, including administrators, math leads, learning support/resource teachers, ESL leads, and digital lead learners. School Learning Plans had mathematics as a focus, and tracking the impact of the School Learning Plans for Student Achievement was done in part through the study of marker students' progress, based on their individual learning profiles. Furthermore, the EOSDN math project focused specifically on planning and responding to student learning needs, based on a study of their work and their personalized learning profiles.

In addition to a focus on mathematics, professional learning was provided to staff to support self-regulation in the Early Years. To support this learning, Learning Support Services provided a series of presentations to school teams at staff meetings and sessions were provided to educators who were new to teaching kindergarten. The focus on self-regulation supports student well-being, which in turn supports students learning, highlighting the intersection between these objectives.

### New Pedagogies for Deep Learning (NPDL);

NPDL is a global initiative designed to enhance instructional practice through new pedagogies, learning partnerships, learning environments and leveraging digital technology. NPDL is centered on six global competencies: Character, Citizenship, Collaboration, Communication, Creativity, and Critical Thinking. These competencies align comprehensively with the OCDSB Exit Outcomes, as outlined in the figure below.



Figure 3. Alignment of OCDSB Exit Outcomes and NPDL Global Competencies.

One of the ways that the OCDSB supports educators in teaching these skills and characteristics is through the development of deep learning tasks. In 2017-2018, educators and students at 12 OCDSB schools embarked on deep learning journeys. Through NPDL, educators design experiences that build on learner strengths and needs, create new knowledge using real-life problem solving, and help all students identify their strengths, purpose, and passion. School learning teams were provided with support through professional development, in-school release time to work on collaborative inquiries, support from a technology coach, participation in an online

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Google Community, and membership in the global deep learning partnership. This work has been integrated with support from Curriculum Services, Learning Support Services, and Business & Learning Technologies. The OCDSB will submit a selection of school-based projects from the 2018-2019 school year to the Canadian NPDL cluster for moderation in the spring. Past works from the OCDSB have been highlighted at both the national and international level through the NPDL Global Network.

### Collaborative Inquiry - Students with Autism Spectrum Disorder;

Last year, a school team worked with a member of the Research, Evaluation and Analytics Division to conduct a collaborative inquiry measuring learning in students with Autism Spectrum Disorder (ASD). The goal of the inquiry was to use Augmentative and Alternative Communication (AAC) Prompting Hierarchy to increase student independence and reduce staff prompting. Specifically, the team investigated the intentional use of a prompting hierarchy for communicating "more" with 28 marker students (diagnosed with ASD; non-verbal; demonstrate joint attention). Students were monitored bi-weekly, over a 5-month period, and results showed that:

- 83% of students completed the task with a lower level of support; and
- 76% of students completed the task with fewer prompts.

In addition, staff feedback showed a reported increase in task independence for students, as well as a change in their own practices using the ACC prompting hierarchy (as shown in the figures below). Although a small sample, this inquiry provides evidence of student learning, educator learning, and provided an effective means of addressing and monitoring the needs of both groups.



Figure 4. Staff reports of increased student independence on task (n = 22).



Figure 5. Staff reports of changes in their practice (n = 22).

### Collaborative Inquiry – Alternate Program;

Another Collaborative Inquiry was conducted to better understand the learning needs of students in the Alternate Program. Historically, EQAO participation rates are low for students in this program, and therefore evidence to inform school planning has been limited. To address this need, school teams gathered information on how well student needs are being met; what is being done to meet those needs; and in what ways/areas we can improve.

Staff designed a survey to collect feedback from students in the Alternate Program, who had earned 23 credits or more (n = 127). The survey consisted of questions that allowed students to express their views and feelings related to their personal experiences in the Alternate system. Once the survey closed, the lead teachers then held four focus groups, each with a sampling of students who had taken the survey. This enabled teachers to ask more specific questions, seek clarification, and gain further insight into the students' experiences.

Results from the Collaborative Inquiry were deemed very useful by school teams, especially when planning for the upcoming school year. As highlighted in the figure below, students expressed appreciation for the flexible learning environment of the Alternate Program. Students also reported that their learning was supported by the ability to take one course/classroom at a time, the variety of methods to earn credits, and the choice of courses.



Figure 6. Students' reasons for attending an Alternate Program.

Note. Students could select more than one reason, therefore totals exceed 100%.

Students also reported feeling comfortable asking school staff for support (as shown below), and being engaged in classroom/learning activities. Across the various types of activities surveyed about, students reported being engaged/highly engaged:

- When the teacher allows me to choose how I learn (92%);
- When the teacher is explaining the question(s) or activity (86%);
- When explaining my ideas to the teacher (91%);
- When the teacher involves me in planning/choosing options within the course (89%); and
- When working on hands-on activities (84%).



Figure 7. The extent to which surveyed students in the Alternate Program reported feeling comfortable asking school staff for support.

Additionally, students were asked about how the Alternate Program helped them develop various skills and prepare them for the future. Students reported that the Alternate Program helped them develop the ability to work independently and to advocate for personal and health and wellness (see graph below). Students also reported being prepared for their chosen pathway, following secondary school. The

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most common pathway students reported planning to follow was college (62%). Of the students who planned to attend college next year, 71% reported being confident/very confident that they were prepared for this pathway by the Alternate Program. Of the students who planned to attend college eventually, 81% reported feeling confident/very confident that they were prepared.



Figure 8. Student reports of abilities developed through the Alternate Program. *Note.* Students could identify multiple abilities, therefore totals exceed 100%.

## Strategy #2: Improve and increase access to the educational pathways for every student.

### Early French Immersion (EFI) Program;

As of September 2016, the Kindergarten Program at the OCDSB consists of two years with 50% English and 50% French instruction. Importantly, this shift resulted in a change to the entry point to the Early French Immersion (EFI) Program (from the end to year 1 to the end of year 2) until after students have had the opportunity to experience learning in both official languages. Alongside changes to the Kindergarten Program, the OCDSB also implemented changes to the EFI program for grades 1-3 by changing the language of instruction for math from French to English.

By ensuring every kindergarten student has two years of 50% French exposure during their school day, we have sought to increase equity of access to the EFI program particularly for students who may not otherwise consider this option. To monitor the impact of these changes, we will consider both enrolment statistics and measures of student achievement (as they become available; with a detailed report scheduled for Spring 2022). The first cohort of students from the 50/50 Kindergarten Program is now enrolled in grade 1, for which enrolment statistics will be examined once they are finalized (with an interim report scheduled for Spring 2019). We can, in the meantime, consider enrolment trends from last year, which represent the cohort of students who experienced one year of 50/50 Bilingual Kindergarten before choosing a program stream for grade 1. Enrolment trends for this cohort show that an increasing number of students are opting for EFI. While this increase suggests that more students are

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deciding that EFI is the right pathway for them, this increase does not suggest that the change is a result of the changes to the Kindergarten Program. In fact, trajectory of this increase is consistent with the pattern of enrolment we have seen in recent years (see figure below). Despite being unable to determine causality, we see an increasing number of students taking advantage of the opportunity for Early French Immersion at the OCDSB.



Figure 9. English vs. EFI enrolment trends for grade 1 students. *Note.* Totals do not add up to 100% given a small proportion of students enrolled in other programs (i.e., Alternative; specialized classes).

### Virtual Learning Environment;

The OCDSB's Virtual Learning Environment (VLE) is now the home for the OCDSB Student Portal, providing all students with access to an Elementary or Secondary Student Toolkit containing links to a wide variety of electronic resources including Homework Help, Britannica School, the Ontario Educational Resource Bank (OERB), Mathies, and Bookflix. Students access their blended and online courses through the VLE, continuing to actively engage in their own learning while building digital fluency and communication skills. Through our membership in the Ontario eLearning Consortium, students are able to choose from 92 different eLearning courses, improving access to all educational pathways, including courses needed for SHSM programs, French language and French Immersion courses, and courses related to personal areas of interest. The OCDSB offered 95 sections in 2017-2018 as shown in the figure below.



Figure 10. Enrolment statistics for eLearning course over time.

### Specialist High Skills Major (SHSM);

The SHSM program was launched in 2006, with Ministry approval, to support student learning and the development of skills, interests, and talents that align with their desired career path. Students take part in rich experiential learning through work experiences, job shadowing, and reach ahead opportunities, while earning their Ontario Secondary School Diploma. Over the years, there has been growth in both the number of programs and number of students enrolled. In 2014-2015, just prior to the start of this strategic plan, the OCDSB offered 23 SHSM programs and had 520 students enrolled. This year, 2018-2019, there are 42 programs with a projected enrolment of 759 students. This represents an increase of 19 programs and over 200 students over the course of this strategic plan, both of which have been factors in increased funding from the Ministry of Education for SHSM programming at the OCDSB.

The enrolment trends over time are presented in the figure below. The substantial increase in recent years is credited to a combination of factors, including the addition of new programs and strategic support from the instructional coach. Although there has been great progress in growing the program, completion rates continue to be an area for future work. Completion rates for 2017-2018 are not yet available, but data from 2016-2017 shows a completion rate of 48% for the OCDSB and 53% for the province.



Figure 11. SHSM Enrolment over time.

*Note.* Between 2015-16 and 2016-17 student tracking in Trillium underwent improvements, leading to increased data accuracy. This is an important consideration when interpreting what appears to be a decline over that same time period.

### International Certificate Program;

The International Certificate Program gives high school students the opportunity to become informed, engaged, and active global citizens who learn about themselves by learning about the world. Students study an international language, take internationally-focused classes, learn to understand global issues, and participate in an internationally-focused project. The program, which was introduced in 2012-2013, is now in its 7<sup>th</sup> year at the OCDSB. Over that period, the program has grown substantially (as shown in the figure below). This year, the number of graduates is expected to exceed 80 students. Many students are participating in new reciprocal exchange programs, which in combination with student bursaries, has resulted in economically feasible options to study abroad.



Figure 12. Number of International Certificate Graduates each year since introduction of the program.

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## Strategy #3: Optimize School Learning Plans to develop strategies to support achievement in targeted areas (e.g. numeracy and literacy).

School Learning Plans (SLPs) engage school teams to develop strategies for supporting student learning and well-being. In doing so, they use the following process:



Reflect: Use systematically-collected data and information about student learning to inform decision-making and actions
Plan: Promote and support a collaborative learning culture.
Act: Establish and support comprehensive literacy and numeracy programs to equip students for success.
Observe: Review student progress and support improvements in instructional practice.

Figure 13. Professional Learning Cycle for School Learning Plans.

Through the SLP process, school staff set goals for student achievement and wellbeing. In addition, they make decisions about how and when these goals will be achieved. This involves schools within each superintendency working with a member of the central research team to build school teams' capacity for understanding and using data to inform practice. This data typically includes EQAO results, report cards, survey data, teacher observations, and classwork. Ultimately, the SLP is designed to support staff in focusing on the areas of greatest need for their students.

In 2017-2018, the District encouraged and supported all schools in having a target in mathematics in the achievement goal of their SLP. Across the SLP submissions received, a number of common themes emerged. Areas of focus frequently cited were:

- Number Sense;
- Problem Solving;
- Computational Strategies;
- Proportional Reasoning; and
- Operation Sense.

Furthermore, themes emerged in the instructional strategies identified by schools, including:

- Assessment Loop (feedback and success criteria);
- Number Talks and Accountable Talk;
- Self-Verbalization/Self-Questioning;
- Spaced and Mass Practice/Spiraling; and
- Demonstration and Modelling.

Schools are also encouraged to engage their community in their SLP. Schools were provided with a common template for their SLP, which they could use to share their SLP

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with stakeholders via their website. For the most part, engaging parents in the SLP process consisted of schools sharing information (i.e., shared with School Council; newsletters; school website; email; social media; etc.). Some schools further involved parents by holding a math information night; providing tools/resources; having an information booth at school events; supporting parent-let activities; gathering feedback; and hosting focus groups/forums.

### Next Steps

Ultimately, the goal of the learning objective is to improve the achievement of students in all educational pathways. Through the identified strategies, the District has had many accomplishments in pursuit of this goal. Student learning, however, continues to be an area of need. Now in the final year of the 2015-2019 strategic plan, key work is needed to continue to support progress on this objective.

## Strategy #1: Promote and encourage the personalization of learning and enhance instructional practice to meet the individual needs of learners.

One of the ways in which we are working to personalize student learning this year is through a continued focus on the Exit Outcomes. To support the development of these skills and characteristics in OCDSB students, staff will be implementing a self-reflection tool that is designed to help students assess and understand the Exit Outcomes characteristics. Through this self-reflection, students will be encouraged to assess their personal strengths and think about areas in which they can promote self-growth.

Curriculum Services is also working to enhance instructional practice through professional learning models for staff. The Curriculum Services team is working to develop these models in a range of formats, which will allow for different levels of support for different purposes. For example, depending on staff needs, professional learning may take the form of building awareness and gaining access to resources; it may be webinars or self-directed learning using various information sources; or it may be small groups engaging in deep inquiry. By creating these models, we aim to engage staff in professional learning that will ultimately serve the needs of our students.

## Strategy #2: Improve and increase access to the educational pathways for every student.

As discussed in the Measurement Report on Equity (18-068), revisions to the Student Success Model, 7-12, were undertaken last year. This year, the OCDSB will implement these revisions. The revised model is designed to support multiple strategic objectives, including equity, stewardship, and well-being. Specific to the learning objective, the revised Student Success Model will support timely and effective strategies that serve to increase student success in grades 7 to 12, and to broaden staff instructional capacity. This will involve a focus on the Student Success Team, professional learning, resources, and monitoring and tracking.

Another important piece of work this year will be to maintain momentum on the growing SHSM program. As outlined above, this program provides students with experiential learning opportunities through work-related experience. This year, the OCDSB is working to develop and implement business partnerships in order to continue to support the SHSM program. These partnerships will increase opportunities for students and improve access to this pathway.

## Strategy #3: Optimize School Learning Plans to develop strategies to support achievement in targeted areas (e.g. numeracy and literacy).

One of the ways in which the OCDSB will optimize SLPs this year is through identification of precise achievement and well-being goals. In support of student learning, each SLP will identify an achievement goal aligned with Fundamentals of Mathematics. This demonstrates our continued focus on math as a District, as we aim to further support our students in this area. Additionally, SLPs will be supported this year through community involvement. This will involve using a common SLP template and ensuring that SLPs are posted to all school websites. By engaging the community in the SLP process, we are promoting looking to not only share SLPs with our stakeholders but to also gather their insight on student learning and well-being needs.

### **Guiding Questions**

The following questions are provided to support the discussion of this item by the Committee:

- What does the information provided tell us about the learning needs of our students?
- How does the information in this report and the Annual Student Achievement Report inform our work for this year?
- How will the goals and strategies of the BIPSAW support our progress during the final year of our 2015-2019 strategic plan?
- How will the identified next steps move us forward on this objective?

Michele Giroux Executive Officer (ext. 8607) Jennifer Adams Director of Education and Secretary of the Board

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# OTTAWA-CARLETON DISTRICT SCHOOL BOARD ANNUAL STUDENT ACHIEVEMENT REPORT 2017–2018

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### **Executive Summary**

The Annual Student Achievement Report (ASAR) is an in-depth analysis of OCDSB achievement data which is used to measure progress in student learning and to help inform the development of strategies in our Board Improvement Plan for Student Achievement and Well-being. The ASAR data includes 2017-2018 provincial assessments (EQAO), secondary report card marks, and key achievements for students in the secondary panel. Taken together, the evidence helps frame our understanding of our strengths as a system, as well as areas where targeted efforts are needed.

### Provincial Assessment Data (EQAO)

EQAO assessment data provides an objective measure of student learning over time. In the ASAR, we examine EQAO data in terms of our year over year results; trends over time; results relative to the province; and, results for groups of students. We also examine data from the EQAO assessments in relation to the student questionnaires. A quick overview of the data is provided in the chart below:

P	Primary, Met Standard (All Students):				
	<ul> <li>Reading 76% (vs. 73% last year-up 3%); province 75%</li> <li>Writing 71% (vs. 70% last year-up 1%); province 72%</li> <li>Math 61% (vs. 58% last year-up 3%); provincd 61%</li> </ul>				
Jı	inior, Met Standard (All Students):				
	<ul> <li>Reading 83% (vs. 84% last yr-down 1%); province 82%</li> <li>Writing 81% (vs. 79% last yr-up 2%); province 80%</li> <li>Math 51% (vs. 51% last yr-no change); provincial 49%</li> </ul>				
G	rade 9 Math, Met Standard (All Students):				
	<ul> <li>Applied 43% (vs. 37% last yr-up 6%); provincd 45%</li> <li>Academic 88% (vs. 86% last yr-up 2%); province 84%</li> </ul>				
OSSLT, Successful (Fully-participating Students):					
	<ul> <li>First-time eligible 84% (vs. 86% last year-down 2%); province 79%</li> <li>Previously eligible 53% (vs. 56% last year-down 3%); province 46%</li> </ul>				

### Highlights:

- Year over year, the District results increased in six assessments, decreased in three assessments and remained the same in one assessment.
- Compared to an average of the previous three years, District trends indicate improvements in: Primary Reading, Primary Mathematics, Grade 9 Applied Mathematics, and Grade 9 Academic Mathematics.
- In 2017-2018, the OCDSB outperformed the province in seven (7) of the ten (10) EQAO assessments.

The following graph depicts our District's performance across (10) EQAO Assessments compared to the province and to previous District performance:



\*\***Board Trends** in success rates are indicated in the superscript above each EQAO assessment bubble (decrease, no change, increase). These are based on comparisons to the District average across the previous three years.

### Focused Monitoring of Specific Groups of Students

The OCDSB undertakes regular focused monitoring of specific groups of students that may experience barriers to learning. Throughout the ASAR, achievement data is displayed for all students and for the five groups of students that have been identified for monitoring purposes: boys, English language learners (ELL), students with special education needs (SpEd), students who self-identify as Indigenous (FNMI), and students residing in lower income neighbourhoods (SES). The examination of results for each of these groups of students relative to all students can expose achievement gaps. Understanding achievement gaps from a data perspective is essential to developing effective strategies to overcome barriers and ensure equitable outcomes for all students.

Our data for 2017-2018 shows that achievement gaps have narrowed in seven (7) areas assessed by EQAO for students who self-identified as Indigenous, and in six (6) areas for students with special education needs (excluding Gifted). However, achievement gaps have widened across most assessments for English language learners.

### Understanding Intersectionality

Although results are reported separately for each of the five groups, it is important to remember that there is considerable overlap between the groups. The following graph explains the intersectionality of these groups of students - each group is represented by anon ellipse. The number of students who also belong to another group is indicated within the shaded areas of the ellipses; darker shading represents a greater number of groups to which the student belongs. For example, sections with the darkest shading in each ellipse indicate that students have self-identified as Indigenous, reside in a lower income neighbourhood, and have been recorded as both an ELL and as having a special education need (excluding Giftedness) in Trillium. The number on the outside of

each ellipse represents the number of females and males who do not belong to one of the other four groups – ELL, SpEd, FNMI, or SES.



### K-12 Enrolment, Intersectionality of Specific Groups of Students

\*fewer than 10

Key considerations to keep in mind when reviewing the information contained within the report include:

- 43% of female students and 50% of male students belong to at least one of the other four groups of students – ELLs, students with special education needs (excluding gifted; SpEd), students who self-identified as Indigenous (FNMI), and/or students residing in lower-income neighbourhoods;
- 12% of females and 15% of males belong to at least two other groups that are currently monitored;
- the greatest degree of overlap for both females and males is with SES (27%);
- there is a much higher proportion of males with special education needs (excluding gifted) compared to females (21% vs. 13%, respectively); and
- the proportion of females and males who also belong to either the Indigenous or the ELL groups is more evenly distributed.

### Report Card Data

Report card data is another valuable source of data for measuring student achievement. Overall, OCDSB students are highly successful, with pass rates staying the same or increasing in 18 of 22 compulsory courses in grades 9 and 10 (English, Core French, Geography, History, Math, Science, Civics, and Careers). Increases were as high as 3%, whereas the four courses which saw decreases did so by between one and three percentage points and were all in the area of literacy. Despite evidence of improved outcomes for students in applied level courses, performance continues to be lower compared to those in academic level courses; this is true for both pass rates and the proportion of students meeting/exceeding the provincial standard. For example, in 2017-2018, students in applied-level literacy and numeracy courses were (on average) 25% less likely to achieve a level 3 or 4 than their peers enrolled in academic courses. This continues to be an area of concern not only for the District, but for the province, as well.



## Average pass rates and percentages of students achieving level 3 or 4 across grades 9 and 10 compulsory credits (based on 2017-2018 report card data)

Analyses of report card data for specific groups of students enrolled in academic and applied level courses in grades 9 and 10 revealed the following key observations when comparing data from 2017-2018 to the District average of the previous three years:

- Achievement gaps have narrowed in nine (9) of ten (10) academic level courses for ELLs and students residing in lower-income neighbourhoods, whereas gaps have widened in half the courses for students with special education needs (excluding gifted) and students who self-identified as Indigenous; and
- For students enrolled in applied level literacy and numeracy courses, the greatest progress towards narrowing gaps have been with ELLs and students residing in lower-income neighbourhoods.

### Trends in Pathways

One of the District's strategic priorities is to increase the achievement of students in all educational pathways. The following image captures evidence of achievement trends across four measures that can be used to consider student success by pathway:

- grade 10 credit accumulation Are students earning enough credits to graduate with their peers?;
- cohort graduation rate What percentage of students graduate within 5 years of starting grade 9?;
- annual certification rate What percentage of students earn a diploma or certificate in their final year of high school?; and
- success rate on the Diplôme d'études en langue français (DELF; Grade 12 French proficiency test) – What level of French proficiency have students attained?



**ACHIEVEMENT GAPS** continued to be greatest for students who self-identified as Indigenous across these measures, whereas progress towards narrowing achievement gaps was evident for ELLs.

### Summary and Next Steps

Generally speaking, OCDSB students have sustained high levels of performance in the areas of literacy and program pathways, progress has been made to improve outcomes in mathematics, and efforts to narrow the achievement gaps for identified groups of students continue. Nevertheless, our results continue to provide strong evidence for the need to continue our intentional focus on the area of mathematics both at the District level and provincially. The Ministry's requirement for school districts to focus on the Fundamentals of Mathematics builds on the foundations that have been embedded in our work over the past few years in relation to the OCDSB Balanced Math Framework and professional learning connected to the Board Improvement Plan for Student Achievement and Well-being (BIPSAW) and our School Learning Plan cycle. The following strategies will be key to moving us forward in this work:

- Focused strategies for improvement Every School Learning Plan (elementary and secondary) will continue to include a mathematics focus that emphasizes fundamental math concepts and skills that students are expected to know to meet current curriculum expectations. In the OCDSB, concept of number and problem-solving pose the greatest challenge for our students. Intentional focus to narrow achievement gaps for our ELLs, paying particular attention to the intersectionality with other groups (e.g., students residing in lower-income neighbhourhoods) will also be important. District support will continue to be provided to develop school-based strategies that will align with the *Board Improvement Plan for Student Achievement and Well-being* and efforts will be strategically targeted at the junior and intermediate divisions to improve student achievement while also promoting greater equity of outcomes for our students.
- Enhancing teacher expertise Every elementary school has a lead math teacher who will continue to participate in math-focused professional development and have access to resources to support peer to peer learning at the school level. Job-embedded professional learning will also continue to be provided by central program departments in order to increase educator knowledge of mathematical concepts and skills, and effective mathematics pedagogy;
- Focused professional development All educators have participated in a full day of PD in October that focused on mathematics. The District is committed to ensuring there is ongoing collaboration across multiple levels of the organization in order to enhance program delivery and improve outcomes for our students.
- Focused instruction Instructional strategies will focus on developing student proficiency in concept of number and problem solving, while simultaneously supporting students in developing characteristics and skills described in the OCDSB Exit Outcomes. By combining these approaches, student confidence and achievement in mathematics should be positively impacted.
- Parent Communication Information and resources about math instruction and provincial assessments will be made available to parents through the District website and in support of parents receiving individual student information about provincial results.

More details can be found in the 2018-2019 BIPSAW.

### Introduction

The 2017-2018 Annual Student Achievement Report includes information from provincial assessment and local sources of data (e.g., report card data) and, where applicable, places them in the context of national and international trends. The report is divided into three main sections that reflect student achievement in the areas of literacy (K-12), numeracy (K-12), and pathways (7-12). Within each section, information is presented as an overview of the progress made towards improving student achievement and closing achievement gaps for specific groups of students which are among the core priorities of both the Ministry of Education and the Ottawa-Carleton District School Board (OCDSB).

**Literacy (K-12):** Achievement in the area of literacy is measured by OCDSB student performance on the provincial assessments in primary and junior reading and writing, and on the Ontario Secondary School Literacy Test (OSSLT). Results are provided for: all students; specific groups of students (i.e., females/males, English language learners, students with special education needs (excluding gifted), students who have self-identified as Indigenous (FNMI), and students residing in lower-income neighbourhoods (SES)); and, specific cohorts of students as they move through the education system. An analysis of grades 9 and 10 report card data for English, French, Geography and History are also presented.

**Numeracy (K-12):** Achievement in the area of numeracy is measured by OCDSB student performance on the provincial assessments in primary, junior, and grade 9 mathematics, as well as analyses of grades 9 and 10 report card data for Mathematics and Science. Similarly to Literacy, results are presented for all students and for specific groups of students.

**Pathways to Success (7-12):** This section of the report includes an analysis of secondary school report card data for grade 10 Civics and Careers courses. Information is also presented that spans across multiple subject areas that serve as indicators of progress towards successful high school completion (e.g., grade 10 credit accumulation, cohort graduation rate, and annual certification rate). Finally, results on the Grade 12 French proficiency test, *Diplôme d'études en langue française* (DELF), are included.

**Understanding Intersectionality:** It is important to note that although results are reported separately throughout this document for specific groups of students, there is considerable overlap between them. Table1 provides an overview of the number of students in each group for both the elementary and secondary panels combined.

	Number	Percentage
TOTAL:	72,857	
Female	35,672	49%
Male	37,185	51%
ELL	11,883	16%
Spec. Ed.	12,159	17%
FNMI	1,384	2%
Low SES	19,714	27%

### Table 1: K-12 Enrolment by Specific Group of Students

Figure 1 shows the intersectionality of these groups of students; each group is represented by an ellipse. The number of students who belong to another group is indicated within the shaded areas of the ellipses; darker shading represents a greater number of groups to which the student belongs. For example, sections with the darkest shading in each ellipse indicate that students have self-identified as Indigenous, reside in a lower-income neighbourhood, and have been recorded as both an ELL and as having a speial education need (excluding Giftedness) in Trillium. The number on the outside of each ellipse represents the number of females and males who do not belong to one of the other four groups – ELL, SpEd, FNMI, or SES.



Figure 1. K-12 Enrolment, Intersectionality of Specific Groups of Students

Key considerations to keep in mind when reviewing the information contained within this report include:

- 43% of female students and 50% of male students also belong to at least one of the other four groups of students – ELLs, students with special education needs excluding gifted (SpEd), students who self-identified as Indigenous (FNMI), and/or students residing in lower-income neighbourhoods;
- 12% of females and 15% of males belong to at least two other groups that are currently monitored;
- the greatest degree of overlap for both females and males is with SES (27%);
- there is a much higher proportion of males with special education needs (excluding gifted) compared to females (21% vs. 13%, respectively), whereas the proportion of females and males who also belong to either the Indigenous or the ELL groups is more evenly distributed.

## Literacy (K-12)

### Education Quality and Accountability Office (EQAO) Assessments

### Student Characteristics – Primary/Junior and OSSLT

The table below shows student participation for both the OCDSB and the province in Primary and Junior EQAO assessments, and for the Ontario Secondary School Literacy Test by eligibility status (i.e., first time eligible (FTE) or previously eligible (PE)). The percentage of PE students earning the literacy requirement through and Ontario Secondary School Literacy Course (OSSLC) has also been included.

	Number of Students	Participation Rate	Fully Exempt	Absent	Deferred			
	OCDSB							
Primary (Grade 3)	4,901	96%	2%					
Junior (Grade 6)	5,048	97%	2%					
OSSLT: FTE	5,178	92%		1%	6%			
OSSLT: PE	2,298	46%		15%	20%			
PE : OSSLC		19%						
		Provin	се					
Primary (Grade 3)	132,656	97%	2%					
Junior (Grade 6)	132,776	97%	2%					
OSSLT: FTE	132,639	93%		2%	6%			
OSSLT: PE	57,133	46%		9%	12%			
PE : OSSLC		34%						

### Table 2: Student Participation, Primary/Junior & OSSLT EQAO Assessments

In comparison to the previous three-year average, this information has changed in the following ways for OCDSB students eligible to participate in these assessments:

- the participation rates were the same for both grade 3 and grade 6.
- full exemptions (i.e., an exemption from all three components of the assessment) was down 1% for grade 3 and unchanged for grade 6.
- participation rates for both FTE and PE students have decreased (1% and 9%, respectively). Despite an increase in the proportion of PE students attaining the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC), this rate continues to be much lower than that observed provincially.
- deferral rates for FTE and PE students have each increased by 1%. The rate of deferral for PE students in the OCDSB continues to be higher than the province.

### **Overall Performance – Primary/Junior Reading & Writing, and OSSLT**

The graphs below show the percentage of students in the District and the province who met the provincial standard in *reading* and *writing* and who were successful on the OSSLT over the last five years.

100%



#### 100% 82% 81% 81% 79% 80% 60% 84% 84% 83% 40% 80% 20% 0% 2013-14 2014-15 2015-16 2016-17 2017-18 OCDSB Province

### Grade 3 Reading





Grade 6 Writing



### **OSSLT: First Time Eligible**







## Q

### Observations

Over a one-year period, both the District and province saw improvements in literacy as measured by the primary and junior assessments of reading and writing, whereas results on the OSSLT declined for both FTE and PE students.

With the exception of grade 3 writing, OCDSB results were higher than the province across all literacy assessments. In elementary, this was also the area in which students showed the weakest performance.

### Cohort Tracking Over Time, Grade 3 to Grade 6 to OSSLT

Cohort tracking follows a group of students over time. In this case, as they move from grade 3 in 2011 to grade 6 in 2014 to grade 10 in 2018. The graphs below show the achievement results for the cohort of OCDSB students who were first-time eligible to write the OSSLT in March 2018 and for whom both grades 3 and 6 EQAO results are available (n=3,844).



### Grade 3 to 6 Writing and OSSLT Outcome



### Observations: OCDSB Cohort Tracking

Students who met the provincial standard on both the primary and junior assessments of reading/writing were more likely to be successful on the OSSLT as first-time eligible students compared to students who either dropped from standard or who never met the standard. Deferral rates were substantively higher for students who had not met the provincial standard in either grade 3 or grade 6. Further investigation of the factors that may be contributing to these high deferral rates is currently underway.

### Literacy Links to National/International Studies - Highlights

Students are randomly selected to participate in several national and international assessments on a 3-5 year cyclical basis. Results are reported at the country level and, where there are sufficient numbers of participating students, at the provincial level.

Across four literacy based assessments, Ontario students have been shown to be among the most successful in the world:

- performance of Ontario students in reading on the Pan-Canadian Assessment Program was the same as the Canadian average and higher than five Canadian provinces (PCAP in 2016);
- Ontario students have sustained high scores in overall reading achievement since 2000 on the Programme for International Student Assessment (PISA in 2015);
- Ontario students continue to be highly successful on the Progress in International Reading Literacy Study (PIRLS 2011); and
- Students in Ontario scored significantly higher than the international average on the International Computer and Information Literacy Study (ICILS in 2013).

### Achievement Gaps for Specific Groups of Students - Primary, Junior and OSSLT

The OCDSB monitors progress towards narrowing achievement gaps for specific groups of students: boys, English language learners (ELLs), students with special education needs (excluding gifted), students who self-identified as Indigenous (FNMI), and students residing in lower income neighbourhoods (SES). While it is understood that there is overlap between these groups of students, results are reported on the following pages for each group separately. The table below shows the number of students in each of these groups, as well as the proportion of the overall eligible cohort, for the primary and junior assessments of reading and writing, and for first-time eligible (FTE) and previously eligible (PE) students on the OSSLT.

Assessment	Females	Males	ELLs	SpEd	FNMI	SES
Primary	2,389	2,512	766	953	116	1,353
(n = 4,901)	49%	51%	16%	19%	2%	28%
Junior	2,459	2,588	1,103	1,175	102	1,303
(n = 5,047)	49%	51%	22%	23%	2%	26%
OSSLT - FTE	2,600	2,577	1,026	1,168	85	1,297
(n = 5,178)	50%	50%	20%	23%	2%	25%
OSSLT - PE	942	1,337	826	826	83	993
(n = 2,298)	41%	58%	36%	36%	4%	43%

Table 3	: Distribution	of Specific	Groups of Stude	nts - Primary.	Junior and OSSLT
1 4 8 10 0	Biotingation	0. 0000000	0.0400 0.01440		

Compared to the OCDSB student population as a whole, boys, English language learners (ELLs), students with special education needs (excluding gifted; SpEd), students who self-identified as Indigenous (FNMI), and students residing in lower income neighbourhoods (SES) continued to achieve at lower levels in reading and writing. The graphs on the following pages show the progress that's been made in narrowing the achievement gaps in reading and writing on the primary and junior EQAO assessments and on the OSSLT for these groups of students over the past few years.

<sup>&</sup>lt;sup>1</sup> It should be noted that the District recognizes that gender is not a binary construct (see *OCDSB Gender Identity and Gender Expression Guide to Support Our Students*). Due to the small number of students recorded on the OSSLT, both FTE and PE, as "gender not specified", disaggregation of achievement data for 2017-2018 continues to be reported for the binary male-female distinction.

<sup>&</sup>lt;sup>2</sup> Provincial comparisons could not be made for FNMI students as a group. At the provincial level, EQAO does not report the number or percentage of students who met the provincial standard at the FNMI group level. EQAO only reports the percentage of students who met the provincial standard for each of the three Aboriginal groups who make up the larger FNMI group (i.e., First Nation, Métis, and Inuit). Without the corresponding provincial numbers for each of these percentages, the percentage of FNMI who met the provincial standard, as a group, could not be calculated.

<sup>&</sup>lt;sup>3</sup> This group includes students whose postal code is within a geographic area in which the proportion of families living below the low income measure after tax is greater than that for the City of Ottawa as a whole. More details about this calculation can be found in *Report No. 15-041: Achievement Gaps for Students Residing in Lower-Income Neighbourhoods (SES): Baseline Report (March, 2015).* 





100%







Grade 3 Writing - Gender







#### Achievement Gaps Between All Students and ELL, SpEd, FNMI, SES


#### Achievement Gaps Between All Students and ELL, SpEd, FNMI, SES

#### Observations: Achievement Gaps on Provincial Assessments of Reading and Writing

Achievement gaps persist for all groups of students, but tend to be largest for English language learners, students identified with special education needs (excluding gifted) and those who self-identify as Indigenous. Compared to the province, students with special education needs in the OCDSB perform better on the provincial assessments, and efforts to narrow gaps for this group of students is particularly evident in the junior division and in primary reading. More attention and support is required particularly when it comes to our English language learners where achievement gaps in the OCDSB are larger than those observed provincially and have widened in comparison to the previous three-year average gap (more details can be found in the table on the next page).

TRENDS	S IN LITERACY	How large were our achievement gaps in 2017-2018?			How do our achievement gaps compare to the province?	How do our 2017-2018 achievement gaps compare to the average achievement gaps for the previous 3 years?
s	Grade 3 Reading	6%			▼ 2%	▼3%
nale	Grade 3 Writing	10%			▼ 1%	▼1%
Fer	Grade 6 Reading	9%			<b>— 0%</b>	▲2%
٨S.	Grade 6 Writing	13%			<b>▲</b> 1%	<b>▲</b> 1%
ales	FTE OSSLT	7%			▼ 1%	▲1%
Ĕ	PE OSSLT	11%			▲ 2%	▲6%
	Grade 3 Reading	25%			<b>▲</b> 18%	<b>▲</b> 11%
	Grade 3 Writing	17%			<b>▲</b> 13%	▲8%
	Grade 6 Reading	14%			<b>▲</b> 5%	▲2%
Π	Grade 6 Writing	10%			<b>▲</b> 4%	<b>▲</b> 1%
	FTE OSSLT	11%			▼ 1%	— 0%
	PE OSSLT	13%			<b>▲</b> 4%	▲2%
	Grade 3 Reading	25%			▼ 4%	▼1%
	Grade 3 Writing	20%			▼ 1%	▲ 3%
Ш	Grade 6 Reading	21%			▼ 7%	▼2%
SpEd	Grade 6 Writing	24%			▼ 6%	▼1%
	FTE OSSLT	19%			▼ 12%	▲ 3%
	PE OSSLT	10%			▼ 6%	▲ 3%
	Grade 3 Reading	17%				▼ 5%
	Grade 3 Writing	18%				▼6%
Σ	Grade 6 Reading	3%				▼11%
L Z	Grade 6 Writing	7%				▼7%
	FTE OSSLT	1%				▼6%
	PE OSSLT	16%				<b>▲</b> 10%
	Grade 3 Reading	15%				▲ 5%
	Grade 3 Writing	14%				▲ 5%
្ល	Grade 6 Reading	11%				▼1%
SE	Grade 6 Writing	10%				▼2%
	FTE OSSLT	11%				<b>—</b> 0%
	PE OSSLT	10%				<b>▲</b> 1%

### TRENDS SUMMARY LEGEND

▼ Narrowed achievement gap

— No change

▲ Widened achievement gap

#### Secondary Report Card Data – Grades 9 and 10: English, Core French, **Geography, and History**

#### **Student Characteristics**

Table 4 (below) shows the total number of students enrolled in each of grades 9 and 10 academic and applied level English, core French, Geography and History courses during the 2017-2018 school year, as well as a breakdown for specific groups of students. Enrolment in academic level courses continues to be at least four times that of applied level courses, with the exception of core French. Compared to academic level courses, applied level courses also tend to have modestly higher proportions of students who self-identified as Indigenous (FNMI), and substantially higher proportions of boys, ELLs, students with special education needs (excluding gifted), and students residing in lower income neighborhoods. This information will help to provide context for the achievement results that follow.

Course	Program	Enrolment	Females	Males	ELLs	SpEd	FNMI	SES
Grade 9								
English (ENG)	Academic (1D)	4,423	2,272 51%	2,151 <i>4</i> 9%	644 15%	687 16%	73 2%	898 20%
	Applied (1P)	706	267 38%	439 62%	136 <i>19%</i>	459 65%	32 5%	292 41%
Core French (FSF)	Academic (1D)	1,612	745 <i>4</i> 6%	867 <i>54%</i>	313 <i>19%</i>	313 <i>19%</i>	31 2%	343 21%
	Applied (1P)	917	375 41%	542 59%	240 26%	361 39%	31 3%	338 <i>37%</i>
Geography (CGC)	Academic (1D)	2,223	2,223 51%	2,121 <i>4</i> 9%	668 15%	670 15%	70 2%	896 21%
	Applied (1P)	1,023	397 39%	626 61%	345 <i>34%</i>	571 <i>5</i> 6%	44 <i>4%</i>	453 <i>44%</i>
Grade 10								
English (ENG)	Academic (2D)	4,641	2,452 53%	2,189 <i>47%</i>	830 18%	683 15%	53 1%	1,012 22%
	Applied (2P)	929	377 41%	552 59%	271 29%	443 <i>4</i> 8%	33 4%	404 <i>4</i> 3%
Core French (FSF)	Academic (2D)	851	502 <i>59%</i>	349 <i>41%</i>	159 <i>19%</i>	132 <i>1</i> 6%	*	211 25%
	Applied (2P)	97	52 54%	45 <i>4</i> 6%	28 29%	33 34%	*	36 37%
History (CHC)	Academic (2D)	4,138	2,184 53%	1,954 <i>4</i> 7%	635 <i>15%</i>	602 15%	47 1%	815 <i>20%</i>
	Applied (2P)	1,086	445 <i>41%</i>	641 <i>5</i> 9%	385 35%	501 <i>4</i> 6%	24 2%	428 39%
*forwar than 10			-					

#### Table 4: Enrolment Distribution, Grades 9 and 10 Compulsory Courses - English, French, **Geography & History**

fewer than 10

#### **Overall Performance**

OCDSB pass rates in grades 9 and 10 compulsory English, core French, and Geography courses are shown in the following table. Information for specific groups of students follows.

				Pass Rates	;		Percenta	ge of Stud	ents Achie	ving at Le	vel 3 or 4
Course	Level	2013-14	2014-15	2015-16	2016-17	2017-18	2013-14	2014-15	2015-16	2016-17	2017-18
Grade 9	Academic	98%	98%	98%	98%	99%	78%	79%	78%	78%	79%
(ENG)	Applied	86%	84%	86%	89%	87%	48%	45%	50%	51%	46%
Grade 10	Academic	96%	94%	97%	98%	98%	75%	76%	77%	75%	78%
(ENG)	Applied	80%	84%	87%	88%	90%	36%	42%	48%	46%	44%
Grade 9 Core French (FSF)	Academic	100%	99%	99%	99%	98%	71%	76%	77%	77%	77%
	Applied	92%	94%	96%	96%	93%	54%	59%	58%	61%	62%
Grade 10 Core French	Academic	99%	99%	99%	99%	99%	78%	79%	81%	80%	82%
(FSF)	Applied	98%	96%	95%	95%	94%	74%	80%	77%	75%	69%
Grade 9 Geography	Academic	98%	98%	99%	99%	99%	77%	78%	79%	80%	82%
Geography (CGC)	Applied	85%	87%	87%	86%	89%	44%	46%	48%	47%	53%
Grade 10 History	Academic	97%	97%	97%	98%	98%	74%	78%	78%	77%	81%
(CHC)	Applied	84%	85%	83%	88%	91%	42%	46%	49%	46%	50%

## Table 5: Grades 9 and 10 Pass Rates and Percentages of Students Achieving at Level 3 or 4 in Compulsory Credits Based on Full Year Report Card Data, June 2018<sup>1</sup>

increase

decrease

## Observations: Report Card Data - Literacy

Pass rates have remained constant or increased in 8 of 12 courses over 2017-2018 results; declines in the remaining courses range from 1% to 3%. Similarly, the proportion of students meeting/exceeding the provincial standard have increased or remained the same in 9 of 12 courses; declines in the remaining courses range from 2% to 6%. Performance of students in applied level courses continues to be lower compared to those in academic level courses. For students in applied level Geography and History, however, increases in both the pass rate and the proportion of students meeting or exceeding the provincial standard have been observed over 2016-2017. In fact, these rates are the highest rates observed over the past five years.

no

change

<sup>&</sup>lt;sup>1</sup> Data was extracted from the Trillium Student Information System in August 2018.

## Achievement Gaps for Specific Groups of Students – Literacy

Trends	Males	ELL	SpEd	FNMI	SES
Pass Rates:		İ	_		
How large were our achievement gaps in <i>academic level</i> English, French, Geography and History in 2017-2018?	0-2%	0-1%	0-3%	0-6%	0-2%
In which <i>academic level</i> courses has progress been made in narrowing the achievement gaps over the past few years?	FSF2D	ENG1D CGC1D	FSF1D FSF2D	FSF1D FSF2D CHC2D	CHC2D
How large were our achievement gaps in <i>applied level</i> English, French, Geography and History in 2017-2018?	1-12%	0-3%	0-3%	11-44%	1-5%
In which applied level courses has progress been made in narrowing the achievement gaps over the past few years? <b>Provincial Standard:</b>	-	FSF1P FSF2P CGC1P	FSF2P	-	ENG2P CGC1P CHC2P
How large were our achievement gaps in academic level English, French, Geography and History in 2017-2018?	1-15%	4-13%	9-19%	1-23%	3-10%
In which <i>academic level</i> courses has progress been made in narrowing the achievement gaps over the past few years?	ENG1D FSF1D FSF2D CGC1D	ENG1D ENG2D FSF1D CGC1D CHC2D	FSF2D CGC1D	ENG2D FSF2D CHC2D	ENG1D ENG2D FSF1D CGC1D
How large were our achievement gaps in <i>applied level</i> English, French, Geography and History in 2017-2018?	4-25%	0-8%	0-13%	5-69%	0-8%
In which applied level courses has progress been made in narrowing the achievement gaps over the past few years?	ENG1P ENG2P CGC1P	ENG1P ENG2P FSF1P FSF2P CGC1P	FSF2P	CHC2P	ENG1P ENG2P FSF2P CGC1P

### Observations: Report Card Data – Literacy (continued)

Achievement gaps have narrowed for many groups of students, most notably in: (i) pass rates for ELLs in applied and academic level grade 9 Geography, in applied level French courses, and in grade 9 academic level English; (ii) meeting/exceeding the provincial standard for boys, ELLs and students residing in lower-income neighbourhoods in a majority of academic level courses; and (iii) meeting/exceeding the provincial standard for ELLs and students residing in lower-income neighbourhoods in a most applied level courses.

For students who self-identify as Indigenous (FNMI), progress towards narrowing the gap in both the pass rate and in the proportion of students meeting/exceeding the provincial standard in grade 10 academic level core French and History was achieved. In addition, performance of students residing in lower income neighborhoods exceeded that of other students in terms of both pass rates and in the proportion that met/exceeded the provincial standard in and applied level grade 9 English, Geography, French, and in grade 10 academic English and History.

## Numeracy (K-12)

### Education Quality and Accountability Office (EQAO) Assessments

#### Student Characteristics – Primary/Junior and Grade 9

The table below shows grade 3, 6 and 9 student participation in the 2017-2018 EQAO mathematics assessments. Participation results are presented for the OCDSB and for the province.

	Number of Students	Participation Rate	Fully Exempt
OCDSB			
Primary (Grade 3)	4,901	96%	2%
Junior (Grade 6)	5,048	97%	2%
Grade 9 (Applied)	1,056	92%	
Grade 9 (Academic)	4,176	99%	
Province			
Primary (Grade 3)	132,656	97%	2%
Junior (Grade 6)	132,776	97%	2%
Grade 9 (Applied)	33,451	96%	
Grade 9 (Academic)	96,996	99%	

#### Table 6: Student Participation, Primary/Junior & Grade 9 EQAO Assessments

Compared to the previous three-year average, this information has changed in the following ways for OCDSB students eligible to participate in these assessments:

- no change in the participation rate for both the grade 3 or grade 6 assessments;
- a 1% decrease in full exemptions on the grade 3 assessment (i.e., an exemption from all three components of the assessments); no change for grade 6; and
- a 3% drop in the participation rate in grade 9 applied level mathematics; no change in academic.

#### **Overall Performance – Primary/Junior & Grade 9**

The graphs below show the percentage of elementary and secondary students in the District and the province who met the provincial standard in *mathematics* over the last five years.



**Grade 3 Mathematics** 



Grade 9 Academic Math



Grade 9 Applied Math 100% 80% 60% 47% 45% 44% 45% 40% 45% 45% 43% 20% 37% 0% 2013-14 2014-15 OCDSB 2015-16 2016-17 2017-18 Province



### Observations

OCDSB student performance has improved on the primary and grade 9 assessments of mathematics, and have remained stable in grade 6 since the previous administration of the EQAO assessments in 2017.

OCDSB performance was the same as, or higher than, the province in all numeracy assessments except grade 9 applied math.

#### Numeracy Links to National/International Studies - Highlights

Students are randomly selected to participate in several national and international assessments on a 3-5 year cyclical basis. Results are reported at the country and, where there are sufficient numbers of participating students, provincial level.

Across three numeracy based assessments, Ontario students have been shown to perform exceptionally well:

- Performance of Ontario students was the same as the Canadian average on the mathematics component of the Pan-Canadian Assessment Program, being only one of two provinces to achieve this. Quebec was the only province where students surpassed the Canadian average. In science, however, performance of Ontario students was the same as the Canadian average (PCAP 2016);
- Ontario's student achievement in science and mathematics continues to exceed the OECD average on the Programme for International Student Assessment (PISA 2015); and
- More than two-thirds of Canadian students met the Intermediate benchmarks for mathematics and science on the Trends in International Mathematics and Science Study. With the exception of grade 4 mathematics, performance of Canadian students was similar to or better than the international average. (TIMSS 2015).

#### <u>Achievement Gaps for Specific Groups of Students – Primary, Junior, Grade 9</u> <u>Mathematics</u>

The OCDSB monitors progress towards narrowing achievement gaps for specific groups of students: boys, English language learners (ELLs), students with special education needs (excluding gifted; SpEd), students who self-identified as Indigenous (FNMI), and students residing in lower income neighbourhoods (SES). While it is understood that there is overlap between these groups of students, results are reported on the following pages for each group separately. The table below shows the number of students in each of these groups, as well as the proportion of the overall eligible cohort, for the primary, junior, and grade 9 mathematics assessments – academic and applied.

Assessment	Females	Males	ELLs	SpEd	FNMI	SES
Primary	2,389	2,512	766	953	116	1,353
(n = 4,901)	49%	51%	16%	19%	2%	28%
Junior	2,459	2,588	1,103	1,175	102	1,303
(n = 5,047)	49%	51%	22%	23%	2%	26%
Academic Math	2,073	2,103	707	558	62	887
(n = 4,176)	50%	50%	17%	13%	2%	21%
Applied Math	491	565	331	477	37	435
(n = 1,056)	46%	54%	31%	45%	4%	41%

# Table 7: Distribution of Specific Groups of Students - Primary, Junior and Grade 9 EQAO Mathematics Assessments

Compared to the OCDSB student population as a whole, (ELLs), students with special education needs (excluding gifted; SpEd), students who self-identified as Indigenous (FNMI), and students from lower-income neighbourhoods (SES) continued to achieve at lower levels in mathematics. The graphs that follow show the progress we have made in narrowing the elementary and secondary achievement gaps in mathematics for these specific groups of students over the last five years.



#### **Gender Gaps in Mathematics**



#### Grade 9 Academic





#### • Observations: Gender Gaps on Provincial Assessments of Mathematics

While achievement gaps were not as predominant across genders, it is important to note that the increase in the gaps compared to the average of the previous three years is reflective of the shift in results now favouring boys. Achievement gaps were most pronounced in the applied level program. Achievement gaps in the OCDSB are similar to those observed provincially.



#### Achievement Gaps Between All Students and ELLs, SpEd, FNMI, SES

TRENDS IN NUMERACY		How larg our achie gaps in 2	e were evement 017-2018?	How do our achievement gaps compare to the province?	How do our 2017-2018 achievement gaps compare to the average achievement gaps for the previous 3 years?
	Grade 3 Mathematics	2%		<b>▲</b> 1%	▲ 3%
vs.	Grade 6 Mathematics	1%		— 0%	▲2%
les <sup>,</sup> nale	Grade 9 Academic	1%		<b>— 0%</b>	<b>—</b> 0%
Ma Fer	Grade 9 Applied	4%		▼ 1%	▼3%
	Grade 3 Mathematics	23%		<b>▲</b> 18%	<b>▲</b> 10%
	Grade 6 Mathematics	11%		▲ 5%	▲2%
	Grade 9 Academic	10%		▲ 5%	<b>▲</b> 1%
EL	Grade 9 Applied	20%		<b>▲</b> 11%	▲ 5%
	Grade 3 Mathematics	28%		▼ 4%	▼3%
	Grade 6 Mathematics	27%		▼ 5%	▼3%
рш	Grade 9 Academic	8%		▼ 5%	▼3%
Spl	Grade 9 Applied	4%		▼ 11%	▲4%
	Grade 3 Mathematics	25%			<b>▲</b> 1%
	Grade 6 Mathematics	15%			▼1%
E	Grade 9 Academic	8%			▼3%
L N	Grade 9 Applied	0%			▲ 5%
	Grade 3 Mathematics	16%			▲ 5%
	Grade 6 Mathematics	14%			▼2%
S	Grade 9 Academic	7%			▼3%
С С	Grade 9 Applied	12%			▲7%

#### TRENDS SUMMARY LEGEND

- ▼ Narrowed achievement gap
- No change
- ▲ Widened achievement gap

# Observations: Achievement Gaps on Provincial Assessments of Mathematics (continued)

Substantive gaps persist in mathematics for our remaining four groups of students. The widening gap for ELLs in all assessments was of particular concern. Despite relatively large gaps in performance between students with special education needs (excluding gifted) and all students, particularly on the primary and junior assessments, gaps were smaller in the OCDSB compared to the province and have narrowed over time. In applied level courses where nearly half the students have been identified with special education needs (excluding gifted), performance has historically been higher than for all students in the course.

#### <u>Characteristics of Students Who Met vs. Did Not Meet the Provincial Standard in</u> <u>Mathematics</u>

Table 8 (below) displays student characteristics for students who participated in the 2017-2018 EQAO mathematics assessments. Characteristics are reported separately for students who met the provincial standard, and for those who did not meet the provincial standard, within each grade level.

	Number of Students*	Male	Female	ELL	SpEd (excl. Gifted)	Home language not English**	Entered Board during year of assessment
Primary (Grade	3)						
Met	2,968	52%	48%	10%	11%	22%	6%
Did not meet	1,763	49%	51%	23%	32%	28%	9%
Junior (Grade 6	i)						
Met	2,559	51%	49%	17%	11%	26%	6%
Did not meet	2,319	51%	49%	26%	34%	28%	7%
Grade 9 Applied	b						
Met	454	56%	44%	17%	50%	7%	15%
Did not meet	514	51%	49%	44%	45%	14%	18%
Grade 9 Acader	nic						
Met	3,695	51%	49%	15%	12%	9%	15%
Did not meet	429	47%	53%	34%	23%	16%	17%

#### Table 8: Student Characteristics, Primary/Junior & Grade 9 EQAO Assessments

\*Number of students adds up to Participating students within each grade level

\*\*Based on student self-report on questionnaire item; responses "Mostly" or "Only" language(s) other than English at home.

## S Observations

Compared to students who met the provincial standard in math, those who did not meet it were more likely to: be an ELL, have special education needs (with the exception of Grade 9 Applied); report their home language was something other than English; and, have entered our Board during the year of the assessment. These demographics are similar to those observed last year, with the exception of home language where there has been a significant increase in the proportion of students on the primary and junior assessments reporting a home language as something other than English. Identifying strategies/supports targeted specifically for these students will be necessary for their success in school and leading up to the assessments.

#### **Common Questions Across EQAO Mathematics Assessments**

The chart below shows the percentage of students at each grade level—divided into two groups to reflect those who met and those who did not meet provincial standard—who agreed with the three statements on mathematics below.



Note: Scales for P/J and Secondary questions vary slightly. P/J results reflect the percentages of students who answered "Most of the time" on a 3-point response scale, while Secondary results reflect the percentage of students who answered "Agree" or "Strongly Agree" on a 5-point response scale.

### Observations

Consistent with trends observed in 2016-2017, students who did not meet provincial standard in mathematics reported enjoying math less, and had less positive beliefs about their ability in math and their efforts towards math activities. Gaps between these groups were larger in grade 6 than in grade 3, and in grade 9 academic compared to applied. Making math enjoyable for students and finding ways to help students believe they are capable math learners will likely be important for narrowing these gaps.

#### Grade 9 Mathematics: Confidence by Mathematics Area

The chart below shows the percentage of grade 9 students—divided into two groups to reflect those who met and those who did not meet provincial standard—in Applied and Academic mathematics who responded *confident* and *very confident* to questions aimed at specific math strands. Specifically, students were asked, *How confident are you that you can answer mathematics questions related to the following?* 



### Observations

Students who did not meet provincial standard reported less confidence across all math areas in both course levels. At the applied level, both groups of students expressed the least confidence in the area of *Number Sense*, while academic level students expressed the least confidence in answering questions related to *Geometry*.

#### Mathematics Attitudes, Strategies and Behaviours

The chart below shows the percentage of students at each grade level – divided into two groups to reflect those who met and those who did not meet provincial standard – who agreed with the following statements on mathematics.

#### DNM I do my best when I do Grade 3 ME mathematics activities in class. DNM МЕТ Grade 6 ...I read over the [...] Grade 3 DNM MET problem first to make sure I know what I am Grade 6 DNM MET supposed to do. ...I think about the Grade 3 **DNMME** steps I will use to solve the problem. Grade 6 DNM MET ...I ask for help if I do Grade 3 MET not understand the problem. Grade 6 DME ...I check my work for Grade 3 DNMET mistakes. Grade 6 DNM MET ...I check my answer Grade 3 DNM MET to make sure it makes sense. DNM MET Grade 6 0% 25% 50% 75% 100%

#### **Primary/Junior Mathematics**

Note: Scales for P/J and Secondary questions vary slightly. P/J results reflect the percentages of students who answered "Most of the time" on a 3-point response scale, with the exception of "I do my best in mathematics class," which reflects the percentage of students who answered "Agree" or "Strongly Agree" on a 5-point scale. Grade 9 results reflect the percentage of students who answered "Often" or "Very Often" on a 4-point scale.

#### Applied DNIMET I do my best in mathematics class. Academic DNM MET I connect new Applied DNM MET mathematics concepts to what I already know about mathematics or Academic DNM мет other subjects. I check my DNM Applied MET mathematics answers to see if they make Academic sense. DNM MET I apply new Applied MENT mathematics concepts to real-life problems. Academic **DNM MET** I look for more than Applied DNIMET one way to solve mathematics DNM MET Academic problems. 0% 25% 50% 75% 100%

#### **Grade 9 Mathematics**

#### Primary/Junior Mathematics, Use of Instructional Tools

The chart below shows the percentage of students at each grade level – divided into two groups to reflect those who met and those who did not meet provincial standard – who indicated using the following instructional tools "most of the time" during mathematics activities at school.



#### Analysis of Item Information Reports

The Item Information Reports produced by EQAO afford the opportunity to identify areas of the curriculum that are posing challenges for students. Since items range in level of difficulty from year to year and the number of items assessing a particular strand, category or expectation are relatively few, analyses are performed across three years of data. An analysis of District level results compared to provincial results suggest that students in both the primary and junior divisions were weaker in the area of *Geometry and Spatial Sense*. Students in the primary division were also less skilled in the area of *Application*, while students in the junior division performed lower on guestions related to *Knowledge and Understanding*.

For students in grade 9 applied level mathematics, results differ across winter and spring administrations, with students in the winter term demonstrating greater challenges in questions related to *Measurement & Geometry* and those in the spring having the most difficulty with *Number Sense & Algebra*. Students across both semesters showed the least skill in *Knowledge & Understanding*.

For students in grade 9 academic level mathematics, *Linear Relations* (for students in the winter term) and *Measurement and Geometry* (for students in the spring term) were the strands that posed the greatest level of challenge. In both the winter and spring adminstrations, students demonstrated the weakest performance in *Knowledge and Understanding*. For students participating in the assessment in the spring, *Thinking* was also identified as an area of weakness.

## S Observations

Across all grade levels, students who did not meet provincial standard reported less engagement in mathematics in class, and were less likely to make use of cognitive strategies to solve mathematics problems. The differences between the two groups tended to be more pronounced in grade 6 than in grade 3. At secondary, the largest gap between the two groups was observed in relation to connecting new math concepts with what is already known in math and/or other subject areas.

Overall, less than half of all grade 9 students reported connecting new math concepts to their existing knowledge, applying mathematics to real-life problems, or looking for more than one way to solve mathematics problems. At the elementary level, only about half of grade 3 and grade 6 students reported thinking about the steps they would use to solve the problem or checking their work for mistakes. Taken together, this suggests that engaging students in authentic learning of mathematics while also focusing on strategies/processes to support them in their learning would be of benefit.

When it came to the frequency with which students in grade 3 and grade 6 reported using instructional tools during math class, students who met the provincial standard on the assessment reported less frequent use compared to students who did not meet standard. This is something that at the school level may be important to explore further to help provide context for these results, as patterns such as these have emerged in the past and have yielded the following considerations: (i) familiarity with the term "manipulative" that is used on the questionnaire vs. another term such as "math tools" that may be used during classroom instruction; (ii) whether or not students are permitted to use calculators during math class or encouraged to use other problem solving strategies to find solutions/answers; and, (iii) how technology, computer or other, is integrated into the teaching of mathematics and the comfort level or confidence of the classroom teacher doing so.

#### Secondary Report Card Data – Grades 9 and 10 Math and Science

#### **Student Characteristics**

Table 9 (below) shows the total number of students enrolled in each of grades 9 and 10 academic and applied level mathematics and science courses during the 2017-2018 school year, as well as a breakdown for specific groups of students. Enrolment in academic level courses continues to be three to five times that of applied level courses. Compared to academic level courses, applied level courses also tend to have modestly higher proportions of boys and students who self-identified as Indigenous, and substantially higher proportions of ELLs, students with special education needs (excluding gifted), and students residing in lower income neighborhoods. This information will help to provide context for the achievement results that follow.

Course	Program	Enrolment	Females	Males	ELLs	SpEd	FNMI	SES
Grade 9								
Mathematics	Academic	4,287	2,127	2,160	738	580	63	906
(MPM/MFM)	(1D)		50%	50%	17%	14%	1%	21%
	Applied	1,143	543	600	345	513	40	487
Saianaa	(1P)		48%	52%	30%	45%	3%	43%
Science	Academic	4,455	2,249	2,206	747	658	68	932
(SNC)	(1D)		50%	50%	17%	15%	2%	21%
~ ,	Applied	817	336	481	254	447	29	367
	(1P)		41%	59%	31%	55%	4%	45%
Grade 10								
Mathematics	Academic	4,144	2,142	2,002	814	487	44	883
(MPM/MFM)	(2D)		52%	48%	20%	12%	1%	21%
	Applied	1,332	623	709	326	539	27	497
	(2P)		47%	53%	24%	40%	2%	37%
Science (SNC)	Academic	4,383	2,274	2,109	809	590	47	948
	(2D)		52%	48%	18%	13%	1%	22%
	Applied	1,063	452	564	270	471	26	403
	(2P)		44%	56%	27%	46%	3%	40%

#### Table 9: Enrolment Distribution, Grades 9 and 10 Mathematics and Science Courses

#### **Overall Performance**

OCDSB pass rates and the percentages of students meeting/exceeding the provincial standard in grades 9 and 10 compulsory Mathematics and Science courses are shown in the table below. Information for specific groups of students follows.

			l	Pass Rates	3		Percenta	ge of Stud	ents Achie	eving at Lev	vel 3 or 4
Course	Level	2013-14	2014-15	2015-16	2016-17	2017-18	2013-14	2014-15	2015-16	2016-17	2017-18
Grade 9	Academic	96%	96%	96%	96%	97%	66%	71%	71%	72%	73%
Math	Applied	87%	86%	86%	86%	87%	43%	45%	43%	45%	49%
Grade 9	Academic	98%	97%	97%	98%	98%	71%	73%	73%	76%	76%
Science	Applied	88%	84%	84%	87%	88%	41%	40%	48%	49%	50%
Grade 10	Academic	94%	94%	94%	95%	95%	62%	65%	66%	65%	68%
Math	Applied	88%	86%	86%	87%	89%	45%	48%	49%	49%	49%
Grade 10	Academic	97%	96%	96%	96%	97%	67%	68%	69%	69%	71%
Science	Applied	89%	87%	87%	88%	89%	38%	38%	43%	45%	44%

## Table 10: Grades 9 and 10 Pass Rates and Percentages of Students Achieving at Level 3or 4 in Compulsory Credits Based on Full Year Report Card Data, June 20181

increase

no <mark>change</mark>

decrease

## **Observations: Report Card Data - Numeracy**

Pass rates and the proportion of students meeting/exceeding the provincial standard have remained the same or increased over 2017-2018 results in all areas with the exception of grade 10 applied level science where results decreased by one percentage point. In fact, the proportions of students meeting or exceeding the provincial standard are the highest they have been in the past five years. Performance of students in applied level courses continues to be lower compared to students in academic level courses.

<sup>&</sup>lt;sup>1</sup> Data was extracted from the Trillium Student Information System in August 2018.

## Achievement Gaps for Specific Groups of Students – Numeracy

Trends	Males	ELL	SpEd	FNMI	SES
Pass Rates:					
How large were our achievement gaps in <i>academic</i> level Math and Science in 2017-2018?	0-2%	2-4%	2-4%	1-5%	2-4%
In which <i>academic</i> level courses has progress been made in narrowing the achievement gaps over the past few years?	MPM2D	MPM1D MPM2D SNC1D	MPM1D	MPM2D SNC2D	MPM2D SNC2D
How large were our achievement gaps in <i>applied</i> level Math and Science in 2017-2018?	1-3%	0-3%	0-2%	8-20%	3-6%
In which <i>applied</i> level courses has progress been made in narrowing the achievement gaps over the past few years?	MFM2P SNC2P	MFM2P SNC1P	-	-	MFM2P SNC1P
Provincial Standard:					
How large were our achievement gaps in <i>academic</i> level Math and Science in 2017-2018?	4-10%	4-9%	18-21%	0-17%	7-9%
In which <i>academic</i> level courses has progress been made in narrowing the achievement gaps over the past few years?	MPM2D SNC1D	MPM1D MPM2D SNC1D SNC2D	-	MPM1D MPM2D SNC2D	MPM1D MPM2D SNC1D SNC2D
How large were our achievement gaps in <i>applied</i> level Math and Science in 2017-2018?	6-14%	1-10%	1-4%	6-22%	1-10%
In which <i>applied</i> level courses has progress been made in narrowing the achievement gaps over the past few years?	-	SNC1P SNC2P	MFM1P MFM2P	-	SNC2P

#### Observations: Report Card Data – Numeracy (continued)

While achievement gaps for specific groups of students persist, progress has been made in narrowing achievement gaps for many. Of particular note is the narrowing of the achievement gaps for ELLs enrolled in academic level courses in terms of both the pass rate and in the proportion meeting/exceeding the provincial standard. Similarly, gaps have narrowed in all four academic level courses for students residing in lower income neighbourhoods when it comes to meeting/exceeding the provincial standard.

For boys enrolled in grade 10 applied level math and science courses, achievement gaps in pass rates have also narrowed. Progress towards narrowing the achievement gap in applied level science for ELLs, and applied level math for students with special education needs (excluding gifted), when it comes to meeting/exceeding the provincial standard has also been observed this past year.

It is important to note that the pass rate was higher for students with special education needs (excluding gifted) in grades 9 and 10 applied level mathematics and the same in grade 10 applied level science compared to all students enrolled in these classes.

## Pathways (7-12)

### Secondary Report Card Data – Grade 10 Civics and Careers

#### **Student Characteristics**

Table 11 (below) shows the total number of students enrolled in grade 10 open level Civics and Careers during the 2017-2018 school year, as well as a breakdown for specific groups of students. This information will help to provide context for the achievement results that follow.

Course	Program	Enrolment	Females	Males	ELLs	SpEd	FNMI	SES
Grade 10								
Civics	Open	4,339	2,129	2,210	900	996	81	1,132
(CHV)	(20)		49%	521%	21%	23%	2%	26%
Careers	Open	4,885	2,409	2,478	991	1,221	100	1,318
(GLC)	(20)		49%	51%	20%	25%	2%	27%

#### Table 11: Enrolment Distribution, Grade 10 Civics and Careers, 2017-2018

#### **Overall Performance**

OCDSB pass rates and the proportion of students meeting/exceeding the provincial standard in grade 10 Civics and Careers are shown in the table below. Information for specific groups of students follows.

## Table 12: Grades 9 and 10 Pass Rates and Percentages of Students Achieving at Level 3 or 4 in Compulsory Credits Based on Full Year Report Card Data, June 2018<sup>1</sup>

	Pass Rates						Percentage of Students Achieving at Level 3or 4			
Course	2013-14	2014-15	2015-16	2016-17	2017-18	2013-14	2014-15	2015-16	2016-17	2017-18
Grade 10 Civics	92%	93%	95%	95%	96%	66%	69%	74%	72%	75%
Grade 10 Careers	94%	93%	95%	95%	97%	74%	73%	77%	76%	78%

increase

no change

decrease

<sup>&</sup>lt;sup>1</sup> Data was extracted from the Trillium Student Information System in August 2018.

#### Achievement Gaps for Specific Groups of Students – Pathways

Achievement Gaps:	Males	ELL	SpEd	FNMI	SES
Pass Rates:					
How large were our achievement gaps in Civics and Careers in 2017-2018?	1-2%	0-1%	3-4%	11%	4-5%
In which course(s) has progress been made in narrowing the achievement gaps over the past few years? Provincial Standard:		CHV2O GLC2O	GLC2O	-	CHV2O GLC2O
How large were our achievement gaps in Civics and Careers in 2017-2018?	13-15%	5-7%	14-18%	18-22%	10-12%
In which course(s) has progress been made in narrowing the achievement gaps over the past few years?	-	CHV2O GLC2O	GLC2O	-	CHV2O

#### Observations: Report Card Data – Pathways

Both pass rates and the proportion of students meeting or exceeding the provincial standard in grade 10 Civics and Careers have increased since 2016-2017, and are the highest results observed in these courses over the past five years.

While achievement gaps for these groups of students persist, progress has been made in narrowing achievement gaps for: (i) ELLs in both courses (in terms of both pass rates and in the proportion of students meeting the provincial standard); (ii) students with special education needs (excluding gifted) in Careers; and, (iii) students residing in lower-income neighborhoods in terms of pass rates in both courses and in the proportion of students meeting/exceeding the provincial standard in Civics.

### **Grade 10 Credit Accumulation**

Grade 10 credit accumulation serves as an important indicator in targeting students who may be at risk for dropping out of high school prior to earning a diploma.<sup>2</sup>

#### **Student Characteristics**

Table 13 shows the total number of students included in the measure of grade 10 credit accumulation for 2017-2018, as well as a breakdown for specific groups of students. This information will help to provide context for the results that follow.

Table 13: Enrolment Distribution, Grade 10 Credit Accumulation (2017-2018)

Outcome	Enrolment	Females	Males	ELLs	SpEd	FNMI	SES
Credit Accumulation	5,428	2,729	2,699	1,050	1,226	91	857
		50%	50%	19%	23%	2%	16%

#### **Observations**

More than 75% of OCDSB students over the past five years have consistently attained 16 or more credits by the end of grade 10. OCDSB rates have tended to be higher than provincial rates. Gaps have widened, and were largest, for students who identified as Indigenous and those with special education needs (excluding gifted) this past year.

Grade 10 Credit Accumulation<sup>3</sup>



Achievement Gaps:	Males	ELL	SpEd	FNMI	SES
How large were our gaps in grade 10 credit accumulation in 2017-2018?	5%	12%	18%	27%	11%
How do these gaps compare to the average of the previous three years?	same	3% smaller	1% larger	11% larger	5% smaller

<sup>&</sup>lt;sup>2</sup> Zegarac, G. & Franz, R. (2007) Secondary School Reform in Ontario and the Role of Research, Evaluation and Indicator Data. Paper presented at the American Educational Research Association, Chicago, IL. <u>http://www.edu.gov.on.ca/eng/research/SSreform.pdf</u>

<sup>&</sup>lt;sup>3</sup> Provincial data is not yet available for 2016-2017 or 2017-2018.

#### **Cohort Graduation Rate**

The cohort graduation rate, calculated as the percentage of students earning an Ontario Secondary School Diploma (OSSD) within five years of starting grade 9 in an OCDSB secondary school, has been steadily increasing for the past few years (see graph below). Prior to the 2009-2014 cohort, graduation rates calculated by the District were somewhat lower than the provincial rates observed over the same time period due to the inability to track students who began their secondary school in Ontario.<sup>4,5, 6</sup> This changed in the spring of 2015 when, for the first time, the Ministry of Education (MOE) also released district-level graduation rates.

#### **Overall Performance**

The graph below shows outcomes for the 5,215 students that comprised the 2012-2013 grade 9 cohort for the OCDSB, reflecting district-level results released by the province (a portion of whom the District is unable to track).



**Observations** The OCDSB cohort graduation rate was slightly higher than that of the province. Of the students who did not graduate within five years of starting secondary school, some returned for a sixth year. Achievement gaps were greatest for students residing in lower-income neighbourhoods and for those who self-identified as Indigenous; gaps for these groups of students have remained unchanged or narrowed, respectively. There is currently no gap between English language learners and all students.

<sup>&</sup>lt;sup>4</sup> Ottawa-Carleton District School Board. (May 2012). *Report No. 12-119: Graduation Rate and Progress Towards Meeting the Board Target of 20% by 2020.* Ottawa, ON: Ottawa-Carleton District School Board

<sup>&</sup>lt;sup>5</sup> Ottawa-Carleton District School Board. (April 2013). *Report No. 13-043: Graduation Rate for the 2008-2009 Grade 9 Cohort.* Ottawa, ON: Ottawa-Carleton District School Board.

<sup>&</sup>lt;sup>6</sup> In the spring of 2015, the Ministry of Education made further refinements to the cohort graduation rate methodology to exclude students who are no longer living in the province of Ontario.

#### **Student Characteristics**

Since the province does not disaggregate the cohort graduation rate for specific groups of students, we must rely on the information that we are able to track within our own District. The information below reflects the proportion of students from the 2012-2017 grade 9 cohort (N=5,038) who graduated from an OCDSB secondary school within five years (i.e., 84% or 4,229 of 5,038).

Table 14 shows the total number of students included in the most recent cohort graduation rate, as well as a breakdown for specific groups of students. This information will help support the results that follow.

#### Table 14: Enrolment Distribution, Cohort Graduation Rate (2016-2017)

Outcome	Enrolment	Females	Males	ELLs	SpEd	FNMI	SES
Cohort Graduation Rate	5,038	2,417	2,621	458	988	151	1,230
		48%	52%	9%	20%	3%	24%
		48%	52%	9%	20	ጋ%	0% 3%

Achievement Gaps:	Males	ELL	SpEd	FNMI	SES
How large were our gaps in the 2012-2017 cohort graduation rate?	4%	0%	3%	13%	14%
How do these gaps compare to the average of the previous three years?	2% larger	5% smaller	14% smaller	same	3% smaller

#### **Annual Certification Rate (ACR)**

The Annual Certification Rate<sup>7</sup> reflects the proportion of students who have earned an OSSD, an Ontario Secondary School Certificate (OSSC), or a Certificate of Accomplishment (COA) from an OCDSB secondary school (or Crystal Bay and Clifford Bowey) in what is theoretically their final year of school.

#### **Student Characteristics**

Table 15 shows the total number of students included in the calculation of the annual certification rate for 2017-2018, as well as a breakdown for specific groups of students. This information will help to provide context for the results that follow.

#### Table 15: Enrolment Distribution, Annual Certification Rate (2017-2018)

Outcome	Females	Males	ELLs	SpEd	FNMI	SES
Annual Certification Rate	2,437	2,327	762	1,112	90	1,240
(n = 4,7,64)	51%	49%	16%	23%	2 %	26%





## Observations

The majority of students (99%) receiving a diploma or certificate upon graduation earn an OSSD. In 2017-2018, the remaining 1% of students earned either an OSSC (n = 12) or a COA (n = 46); numbers are similar to 2016-2017.

Achievement gaps were evident for all groups of students, but were largest for students who self-identified as Indigenous despite continuing to make progress towards narrowing the gap for this group of students compared to the previous three-year average.

Achievement Gaps:	Males	ELL	SpEd	FNMI	SES
How large were our gaps in the annual certification rate?	5%	2%	3%	13%	7%
How do these gaps compare to the average of the previous three years?	1% larger	3% smaller	3% larger	5% smaller	1% smaller

<sup>&</sup>lt;sup>7</sup> Detailed methodology for this calculation can be found in *Report No. 15-023: 2013-2014 Annual Certification Rate* (March 2015).

#### Grade 12 French Proficiency: Diplôme d'études en langue française (DELF)

The *Diplôme d'études en langue française* (DELF) is an internationally-recognized diploma issued by the French Ministry for National Education to validate the language skills of a person whose first language is not French. In order to receive this diploma, candidates must pass both a written exam and an oral interview in French. Test levels vary in difficulty, and reflect the six levels of language proficiency described in the *Common European Framework of Reference*. At each test level, proficiency is measured across four competencies: oral comprehension (listening), oral expression (speaking), written comprehension (reading), and written expression (writing). Twice a year (in the fall and spring), the OCDSB offers its Grade 12 FSL students the opportunity to challenge the DELF at one of three test levels: A2 (least difficult), B1, or B2 (most difficult).

#### **Student Characteristics**

To provide context for the results that follow, the table below summarizes student participation in the DELF during the 2017-2018 school year.

DELF 2016-2017	Enrolment	Females	Males	ELLs	SpEd	FNMI	SES
Eligible	1,789	1,121	668	119	202	18	285
% Participating		89%	83%	80%	79%	78%	81%
Participating	1,550	999	551	95	160	14	231
% All Participating		64%	36%	6%	10%	1%	15%

#### Table 16: DELF Participation (2017-2018), Representation of Specific Groups

#### **Overall Performance**

Student interest in the DELF has continued to grow each year, as evidenced in the table below. Success rates for students who choose to participate remain high. Differences in success rates by DELF Level reflect test level difficulty, and are also influenced by student participation.

#### Table 17: Success Rates on the DELF, OCDSB

	Eligible	Students wh	o Complet	ted DELF	Successf	ul Students
Year	Students	All	By DELF Level ( <mark>A2</mark> , <mark>B1</mark> , <mark>B2</mark> )		All	By DELF Level ( <mark>A2</mark> , <mark>B1</mark> , <mark>B2</mark> )
2015-2016*	1,664	1,174 (70.6%)	31%	66%	1,089 (92.8 %)	<mark>97%</mark> 97% 91%
2016-2017	1,749	1,455 (83.2%)	42%	55%	1,354 (93.1%)	89% 98% 89%
2017-2018	1,789	1,550 (86.6%)	40%	57%	1,451 (93.6)	94% 97% 91%

\*A labour disruption at the beginning of this year resulted in unforeseen changes to the administration of the DELF. Such changes may account for the divergence from consistent results over the previous testing administrations (e.g., discrepancy between registration for and completion of the DELF as well as success rate).

#### Student performance across competencies

DELF scores (out of 100) are comprised of four component skill scores (each out of 25): listening, speaking, reading, and writing. To be successful, students must have a composite score of at least 50, and a minimum score of 5.0 in each of the component skills. While differences in overall performance can reflect variance in test level difficulty, component skill results provide an indicator of language skill strengths and weaknesses. In the graphic below, average scores on each component skill (out of 25) are stacked to form the average DELF composite score (out of 100) for each test level, by year. Skills that students found easiest have higher scores, while those they found more difficult have lower scores.



#### Average DELF Composite and Component Skill Results (Successful Students)

Achievement Gaps:	Males	ELL	SpEd	FNMI	SES
How large were our gaps in success rates on the DELF?	5%	0%	2%	8%	4%
How do these gaps compare to the average of the previous three years?	3% larger	4% smaller	1% smaller	4% larger	3% larger

#### **Observations: DELF**

On average, Level B2 has been the most popular (and most difficult) level to challenge. Level A2 (least difficult) remains the least-popular option, accounting for only about 3% of participating students. Overall success rates continue to be greater than 90%.

Performance across the four competencies has varied over the past three years, and can also vary by test level. Overall, students' strongest FSL language skill appears to be Reading, while the area of weakness varies between Writing and Listening.

Modest gaps in success rates for specific groups of students range from 0-8%. These gaps show a noticeable increase for boys, FNMI and SES groups compared to the previous three years. For students who identify as Indigenous, this may be in part due to the small cohort size (see Table 16).

## **Summary and Concluding Remarks**

The Annual Student Achievement Report is intended to provide an overview of OCDSB student achievement across multiple data sources, and in relation to the provincial, national and international contexts. The observations and conclusions drawn from the analysis of provincial assessment data, secondary report card marks in grades 9 and 10 applied and academic level English, French, Geography, History, Mathematics, Science, Civics and Careers, Grade 10 Credit Accumulation, Cohort Graduation Rates, Annual Certification Rates, and DELF Success Rates provides an opportunity for us to celebrate our accomplishments:

- The OCDSB has improved in all three provincial assessments at the grade 3 level and is now above the province in Reading, within 1% of the province in Writing, and the same as the province in Mathematics;
- The OCDSB is above the provincial results in all three assessments at the grade 6 level;
- The OCDSB continues to be above the provincial results in grade 9 academic math and for first-time and previously-eligible students on the OSSLT;
- Grade 10 credit accumulation and cohort graduation rates remain high and on par with those observed provincially;
- Participation rates on the DELF continue to climb, while high rates of success have been maintained; and,
- The further narrowing of achievement gaps for students with special education needs (excluding gifted) not only on provincial assessments, but in applied and academic level grades 9 and 10 compulsory courses, and on other outcome measures (i.e., cohort graduation and DELF success rates).

Analysis of this data also provides a strong case to continue focusing our efforts in the area of mathematics and numeracy across our District with careful attention to narrowing achievement gaps for our identified groups of students. This will be particularly important for our ELLs, where we have seen substantive growth in the proportion of students on the primary and junior EQAO assessments who have identified their home language as being something other than English and where achievement gaps are widening. At the secondary level, where provincial assessment data shows a widening achievement gap for ELLs, yet report card data shows progress being made to narrow the gaps for these students, further investigation is warranted both centrally and at the school level to better understand the factors that are contributing to these results.

Details of the strategies/initiatives that will be undertaken to help address these challenges can be found in the 2018-2019 Board Improvement Plan for Student Achievement and Well-being. The following will be key to moving us forward in this work:

• Focused strategies for improvement - Every School Learning Plan (elementary and secondary) will continue to include a mathematics focus that emphasizes fundamental math concepts and skills that students are expected to know to meet current curriculum expectations. In the OCDSB, concept of number and problem-solving pose the greatest challenge for our students. Intentional focus to narrow achievement gaps for our ELLs, paying particular attention to the intersectionality with other groups (e.g., students residing in lower-income neighbhourhoods) will also be important. District support will continue to be provided to develop school-based strategies that will align with the *Board Improvement Plan for Student Achievement and Well-being* and efforts will be strategically targeted at the junior and intermediate divisions to improve student achievement while also promoting greater equity of outcomes for our students.

- Enhancing teacher expertise Every elementary school has a lead math teacher who will continue to participate in math-focused professional development and have access to resources to support peer to peer learning at the school level. Job-embedded professional learning will also continue to be provided by central program departments in order to increase educator knowledge of mathematical concepts and skills, and effective mathematics pedagogy;
- Focused professional development All educators have participated in a full day of PD in October that focused on mathematics. The District is committed to ensuring there is ongoing collaboration across multiple levels of the organization in order to enhance program delivery and improve outcomes for our students.
- Focused instruction Instructional strategies will focus on developing student proficiency in concept of number and problem solving, while simultaneously supporting students in developing characteristics and skills described in the OCDSB Exit Outcomes. By combining these approaches, student confidence and achievement in mathematics should be positively impacted.
- **Parent Communication** Information and resources about math instruction and provincial assessments will be made available to parents through the District website and in support of parents receiving individual student information about provincial results.

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# INTRODUCTION

The Board Improvement Plan for Student Achievement and Well-Being 2018-2019 is a theory of action anchored in Ontario's Education Equity Action Plan (Ministry of Education, 2017, p.3 — http://www.edu. gov.on.ca/eng/about/education\_equity\_plan\_en.pdf), which asserts "that every student should have the opportunity to succeed personally and academically regardless of background, identity or personal circumstances." It is aligned in both content and process with the School Learning Plans for Student Achievement and Well-being and supports the OCDSB Exit Outcomes.

Use of the professional learning cycle (reflect, plan, act, observe) aligns the work at all levels and provides a vehicle to work collaboratively, and with greater personalization and precision in service of equitable outcomes for all students' learning and well-being. It situates the Board Improvement Planning process as an iterative one, where learning is ongoing at all levels of the organization.

The School Effectiveness Framework (Ministry of Education, 2013 — *http://www.edu.gov.on.ca/eng/literacynumeracy/sef2013.pdf*) includes indicators of effective practices which support this cycle.

# **ELEMENTS OF THE PROFESSIONAL LEARNING CYCLE**

Reflect	Plan
Use systematically collected data and information about student learning and well-being to inform decision-making and actions for the district, schools and classrooms.	Establish and support comprehensive literacy and numeracy strategies to equip students for success.
Act	Observe
Promote and support a collaborative learning culture.	Review student progress and support improvements in instructional practice.

# REFLECT

# The Story of our Data

The Board Improvement Plan for Student Achievement and Well-Being 2018-2019 has been informed by quantitative data and qualitative evidence of student learning and well-being taken from provincial, district and school sources of data.

# **Provincial Data**

OCDSB students have performed as well as or better than the province in eight of 10 areas assessed by EQAO, including all three assessments in the junior division. With the exception of grade 3 writing, OCDSB results are higher than the province across all literacy assessments.

OCDSB student performance has improved on the primary and both applied and academic grade 9 assessments of mathematics, and have remained stable in grade 6. Although scores in grade 9 applied-level mathematics were below provincial performance, there was an increase of 6% of students achieving the provincial standard. Although this information suggests that we are beginning to reverse the trend in mathematics performance, it continues to be a priority area of need.

# **Specific Groups of Students**

Achievement gaps in literacy persist for all groups of students but tend to be largest for English Language Learners, students with special education needs (excluding gifted), and students who self-identify as Indigenous (FNMI). Achievement gaps for English Language Learners in the OCDSB are larger than those observed provincially and have widened in comparison to the previous three year average gap in the District.

Substantive gaps persist across the assessments of mathematics for English Language Learners, students with special education needs (excluding gifted), students who self-identify as Indigenous (FNMI), and students residing in lower income neighbourhoods (SES). Of particular concern are the widening gaps for our English Language Learners across all assessments and the observation that gaps are wider in the OCDSB than they are in the province.

There has been a significant increase in the proportion of students on the primary and junior assessments reporting a home language that is other than English, a reflection of the newcomers who attend school in the District. The number of newcomers in 2017-2018 has nearly doubled over the previous year and the arrival of newcomers over the past five years has been increasing such that close to 10% of our student population is comprised of newcomers.

Detailed information regarding EQAO assessments can be found in the OCDSB Annual Student Achievement Report, 2018-2019.

#### **District Data**

Evidence gathered from the implementation of the Board Improvement Plan for Student Achievement and Well-Being 2017-2018 indicates that we achieved the goal of improving student achievement in math for our grade 3 students and for students in grade 9 applied mathematics courses through the precise focus on mathematics in School Learning Plans, Professional Activity Days and networked professional learning. Schools reported in their School Learning Plans for Student Achievement that students' engagement in mathematics has increased, with students being more willing to take risks and to identify mental math strategies they are using.

To achieve equitable outcomes for English Language Learners, current assessments of all English Language Learners using the Steps to English Proficiency (STEP) tool were completed, as a means of supporting educators to plan and assess literacy development with precision. Educators in all schools were supported on an ongoing basis by instructional coaches, and new and occasional teachers were provided with training on the use of the STEP tool and appropriate instructional strategies for English Language Learners.

Data from the School Learning Plans for Student Well-being indicate that schools are implementing a wide range of evidence-informed supports and programs to improve socio-emotional well-being and school climate, and current evidence shows a need for a specific focus on self-regulation and attachment. Further, schools develop Bullying Prevention and Intervention Plans to proactively address the issue of bullying specifically.

# **KEY LEARNINGS, CHALLENGES AND NEXT STEPS**

#### **Key Learnings**

Focusing on mathematics in all School Learning Plans, resulted in increased precision in terms of identifying areas of student learning need. Concepts of number and problem solving emerged as priorities for our District. The Ministry has also introduced more precision by identifying a Focus on the Fundamentals of Math as a provincial priority, aligning clearly with the District priorities. The data also identifies grades 4-6 as an area in need of more focused support.

Our data indicates a widening of achievement gaps for our English Language Learners. There are more newcomers entering our District and more students reporting a language other than English spoken at home. A large number of these students have been assessed at levels 1 through 3 of the STEP tool, and are at the Junior/Intermediate level. Our data also indicates that ongoing support in the use of the STEP tool for planning and assessment is required.

A positive impact in Early Years classrooms was observed when collaborative, multi-departmental teams provided consultation and classroom support. These teams surfaced the importance of creating positive physical and social classroom environments to support children's learning and well-being. Professional learning about self-regulation provided by Learning Support Services received positive feedback. MindMasters 2 is an evidence-based program that has shown promise in the classrooms in which it is being implemented.

#### Challenges

While good work has been done to integrate achievement and well-being into a single School Learning Plan template, the task ahead is determining where the Bullying Prevention and Intervention Plan fits into the school improvement process as support.

The platform used for the School Learning Plans is limited in its capacity to provide flexible features, accessibility thresholds, and expansion opportunities.

Ensuring current and accurate STEP data of our English Language Learners was a challenge. The importance of this data is in determining student and staff learning needs. That data is now up to date and additional staffing has been provided through the budget process to support these students.

Developing consistent and effective monitoring strategies has been a general challenge in the District. For example, gathering student voice in alternating years through the OurSCHOOL survey is a systems methodology for monitoring progress for the well-being component of the School Learning Plan. A challenge has been to identify other sources of data to use as ongoing measures of progress.

## **Next Steps**

- Having noted a positive impact on student achievement by focusing on math in the School Learning Plans, adopt a similar approach to the SLP for Well-being.
- Connect the Bullying Prevention and Intervention Plans with the School Learning Planning process as an important element of creating safe, inclusive and welcoming environments.
- Develop a web-based application to support the School Learning Plan.
- Implement and monitor the STEP assessments to ensure data remains current.
- Identify additional sources of data to support the measuring of progress towards goals in the School Learning Plans for Well-Being.

# PLAN

## **Identified Priorities**

Based on the data from last year's Board Improvement Plan, the Annual Student Achievement Report and OurSCHOOL data and the Ministry direction of Focusing on the Fundamentals of Math, the following have surfaced as areas of priority for student achievement for the District. The OCDSB has a Framework for Student Well-being which highlights three key domains: physical, cognitive and socioemotional. The priority for the District this year will be socio-emotional well-being.

IDENTIFIED PRIORITIES		
ACHIEVEMENT	WELL-BEING	
Develop Fundamental Mathematical Concepts and Skills, specifically in grades 4-6. Develop literacy skills for English Language Learners, STEPs 1-3 in grades 4-8.	<ul> <li>Build socio-emotional skills in the Early Years, specifically:</li> <li>Attachment</li> <li>Self-regulation</li> <li>Resilience</li> <li>Develop an increased sense of belonging in grades 4-6 and decrease the number of reported incidents of bullying.</li> </ul>	

Equity is situated at the centre of our collective work, both in system-level professional learning, and through the School Learning Plan process. Weaving together equity with achievement and well-being will support us in developing literate and numerate students who are critical thinkers, resilient and who will have multiple pathways to academic and personal success: all in the context of inclusive and collaborative environments where every student's voice belongs, is heard and where differences are expected and accepted.

# ACT

As a learning organization, all levels of the organization are involved in professional learning in service of student learning. Superintendents provide coordinated, strategic and differentiated support for principals in leading program and developing people. Central departments provide coordinated and strategic support for superintendents, school principals and school teams. Job-embedded professional learning at all levels of the organization will be focused on equity, student achievement and well-being outcomes.

# LEADING PROGRAM AND DEVELOPING PEOPLE

Monthly superintendency meetings engage principals in job-embedded professional learning, as led by Superintendents of Instruction. This assists schools in the deliberate and consistent use of multiple sources of evidence to improve student achievement and well-being. Professional learning is led by school administrators in collaboration with their school teams through their School Learning Plans.

Job-embedded professional learning for supervisory officers, system leaders, school administrators, teachers, and other professional staff through authentic engagement in school and district improvement processes is a characteristic of strong school districts and is practiced intentionally in the OCDSB. Support for this type of professional learning at all levels of the organization is provided by the central program departments.

# A COLLABORATIVE APPROACH TO ORGANIZATIONAL IMPROVEMENT

Collaboration across the system, consistency in priorities and expectations, and increases in support by system leaders contribute to a coherent instructional guidance system within the school district. (Strong Districts and Their Leadership; Leithwood, 2013). As such, and with all educators supporting the development of literate and numerate students, both the central program departments and school teams will be working and collaborating intentionally as cross-departmental teams in service of student learning. This work is led by Superintendents at the system level and supported by Principals and Vice-Principals at the school level. This ensures the system is supported with the vision and implementation strategies to support the work of educators in our schools.

	1		1	1
	Business and Learning Technologies	Curriculum Services	Learning Support Services	Research, Evaluation and Analytics Division (READ)
Program Department Collaborators Led by Superintendents	System Vice- Principal Consultants for Integration of Technology Instructional Coach	System Principals and Vice-Principals Instructional Coaches	System Principal and Vice-Principal Learning Support Consultants Itinerant Educational Assistants Itinerant Teachers for Assistive Technology	Research Analysts Research Officers
School-based Collaborators Led by Principals and Vice-Principals	Digital Lead Learners	Math Leads Math Heads ESL/ELD Leads	Learning Resource Teachers Learning Support Teachers	

# System-level and School-based Cross-departmental Collaborative teams

System supports also include School Operations, Superintendency Meetings, Principal/Vice-Principal Learning Sessions.

# **OBSERVE**

Ongoing monitoring of progress towards the goals identified in the Board Improvement Plan takes place at all levels of the organization and at regular intervals using multiple data sources.

Sources of evidence include:

Provincial	District	School-Based
EQAO achievement data	OurSCHOOL school climate survey results	Classroom Assessments: Conversations, Observations and Products
EQAO student questionnaire data	School Learning Plans for Achievement and Well-being	Student surveys and questionnaires
	Student feedback from organized events	Documentation from job-embedded professional learning at schools

"Ontario schools need to be places where everyone can succeed in a culture of high expectations. They need to be places where educators and students value diversity, respect each other, and see themselves reflected in their learning. It is particularly important to provide the best possible learning opportunities and supports for students who may be at risk of not succeeding."

Achieving Excellence, 2014, p.8 — http://www.edu.gov.on.ca/eng/about/excellent.html

# **IMPLEMENTATION AND MONITORING**

# LEARNING

## **KEY DATA OBSERVATIONS:**

**School-level data analysis shows:** the concept of number (fundamental concepts and skills of mathematics) is the content area of greatest need, and problem solving is the mathematical process of greatest need for our students. Instructional strategies related to assessment and discourse and to the development of the concept of number are the most commonly identified educator learning needs.

**Annual Student Achievement Report shows:** increases in primary (up 3% within the District and on par with province) and grade 9 applied-level (up 6% within the District and 2% below the province) mathematics, and no change in junior mathematics (2% above the province). Substantive gaps persist across the assessments of mathematics. Of particular concern are the widening gaps for our English language learners and that gaps are wider in the OCDSB than they are in the province. EQAO student questionnaires show that students who did not meet the provincial standard in mathematics had less positive beliefs in their ability in math and their efforts towards math activities (ASAR)

**GOAL:** Develop Fundamental Mathematical Concepts and Skills, specifically in grades 4-6. Develop literacy skills for English Language Learners, STEPs 1-3 in grades 4-8.

Strategies	Actions	Indicators of Success	Sources of Evidence
<ol> <li>Improve student achievement in mathematics, particularly as it relates to fundamental concepts and skills and the concept of number;</li> <li>Increase leader and educator knowledge of fundamental mathematical concepts and skills and effective mathematics pedagogy;</li> <li>Increase students' reported efficacy and confidence in mathematics.</li> <li>Increase leader and educator knowledge of effective instruction for English Language Learners and use of the STEP tool;</li> <li>Use updated STEP data to continue to monitor ELLs progress;</li> <li>Examine STEP levels and compare with provincial assessment data to determine areas for targeted support;</li> <li>Investigate targeted literacy resources for ELLs.</li> </ol>	Map the fundamental mathematical concepts and skills directly to the Ontario Curriculum (all math strands, other curricular areas); Identify where the fundamentals of mathematics are found in a variety of mathematical tasks and connect them directly to the continuum of learning from counting principles to algebraic thinking; Develop virtual learning materials to support understanding of the fundamentals of mathematics and related instructional strategies in schools in staff meetings, professional learning teams and on professional activity days; Provide superintendency-based numeracy instructional coach, Learning Support Consultant and READ personnel support for school leaders at : • monthly superintendency meetings, • lunch and learn drop- in sessions at monthly operations meetings, and • schools upon request through system principals. Provide focused support through instructional coaches in all schools; Support teachers in identifying observable language behaviours (from the STEP document) in order to effectively plan for and assess student learning; Provide resources to support effective instruction for English Language Learners; and Ensure STEP data is accurate and regularly updated.	<ul> <li>» Numeracy specific concepts are explicitly used to deepen student learning and understanding in all subjects. SEF 4.2;</li> <li>» [Students] have access to and select appropriate technologies based on the task. SEF 4.3;</li> <li>» All students and educators form a learning community where mathematics inquiry is framed positively and risk- taking is the norm. SEF 4.2;</li> <li>» School leaders are engaged in professional learning with staff. SEF 2.4;</li> <li>» Student assessments and achievement data inform the focus of professional learning and provide insight to its impact on student learning. SEF 1.1;</li> <li>» Student achievement information is collected through common assessment tools identified by the district and/or school, analyzed and shared as part of the assessment for learning process. SEF 1.2;</li> <li>» Students whose culture/ first language differs from the culture/ language of instruction are intentionally supported in order to be able to access the intended learning. SEF 4.5; and</li> <li>» Instruction is differentiated and curriculum materials, digital tools, human and a range of other resources are provided to support student strengths and needs. SEF 3.1.</li> </ul>	EQAO Provincial achievement data; EQAO Student Questionnaire; Report Card Data; PRISA and AEAC data; Reflections and Impact state- ments from the School Learning Plans; Feedback from monthly super- intendency meetings and pro- fessional learning sessions with principals and vice-principals; EQAO Provincial achievement data; Report Card data; Reflections and Impact state- ments from the School Learning Plans; Numbers of educators trained in STEP; and Feedback from collaborative inquiries.

# WELL-BEING

# **KEY DATA OBSERVATIONS:**

**School-level data analysis shows:** Socio-emotional well-being is consistently identified by schools as the most urgent student learning need. Self-regulation and resilience are amongst the most commonly reported learning needs.

**District-level OurSCHOOL and Annual Student Achievement Report shows:** in 2016-2017 students in grades 4-6 reported incidents of bullying and feelings of being excluded are on the rise and higher than the Canadian norm. At the same time, the proportions of students reporting that they feel safe at school and/or a positive sense of belonging are declining, with rates being lower than the Canadian norm.

**GOAL:** Build socio-emotional skills in the Early Years, specifically: attachment, self-regulation, resilience; Develop an increased sense of belonging in grades 4-6 and decrease the number of reported incidents of bullying.

Strategies	Actions	Indicators of Success	Sources of Evidence
<ol> <li>Focus all School Learning Plans for Student Well-being on the socio-emotional domain of well-being;</li> <li>Increase leader and educator knowledge about socio- emotional development: attachment, self-regulation and resiliency.</li> <li>Identify additional sources of data and evidence to measure progress towards the goals of the School Learning Plans for Well-being.</li> </ol>	Explore relevant professional learning materials at monthly superintendency meetings and apply them to the School Learning Plans for Well-being; Providing sample SLPs for Well-being with a focus on self-regulation, including professional learning resources; Develop professional learning modules on attachment, self-regulation and resiliency; Implement evidence-based programs related to socio- emotional development with a focus on Mindmasters 2 in Kindergarten; Increase integration of culturally responsive and relevant pedagogy; Facilitate student leadership planning in school-based mental health initiatives, Rainbow Youth Forum, Indigenous Youth Symposium, Black Youth Conference; and Continue the partnership between Curriculum Services and Learning Support Services - Early Learning Team.	<ul> <li>» Students are aware of and access programs and services available to them in their school and community to support their social, emotional, cognitive and physical development. SEF 6.3;</li> <li>» Demonstrate confidence, resilience, self-regulation and self-efficacy in their capacity to learn and succeed. SEF 3.1;</li> <li>» The cultural and linguistic diversity of the school and community is recognized and respected. SEF 6.2;</li> <li>» Districts develop policies and allocate funding to help ensure that learning resources are current, culturally relevant, responsive and inclusive. SEF 4.1;</li> <li>» Students are supported in their role as advocates, school and community leaders and conscientious global citizens SEF 3.4; and</li> <li>Students:</li> <li>» Assume leadership roles when working on authentic problems/projects and incorporate the use of relevant data, tools and experts in and beyond the classroom. SEF 4.3.</li> </ul>	Our SCHOOL student survey 2018-2019; Impact statements from School Learning Plans for Well-being, including multiple sources of data; Feedback from monthly super- intendency meetings and pro- fessional learning sessions with principals and vice-principals; Number of Referrals to Early Learning Team and Itinerant Educational Assistant Team; Feedback from Kindergarten teams supported by the Early Learning Team; Observations from school visits by LSS; Educator feedback from pro- fessional learning modules and collaborative inquiries; and Attendance and feedback from Rainbow Youth Forum, Indige- nous Youth Symposium, Black Youth Conference.

#### Board Improvement Plan for Student Achievement and Well-being 2018-2019

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# MEMORANDUM

Memo No. 19-001

- TO: Trustees Student Trustees
- FROM: Camille Williams-Taylor, Director of Education and Secretary of the Board Peter Symmonds, Superintendent of Learning Support Services
- DATE: 11 January 2019

# RE: Western Area Accommodation Review – Specialized Program Class Relocations

The final phase of the Western Area Accommodation Review will be implemented for September 2019. Schedule D of Report 17-010, Western Area Accommodation Review Final Report, indicated that the J.H. Putman Public School Behaviour Intervention Program (BIP) would be relocated to D. Roy Kennedy Public School, upon the opening of the an addition at Agincourt Road Public School.

Learning Support Services (LSS), in collaboration with the Planning Department, has revised the relocation of the junior/intermediate BIP specialized program class at J.H. Putman Public School. In order to better accommodate the cohort of four students impacted and to ensure the appropriate distribution of BIP specialized program classes across the District, the revised plan includes:

Class Openings:

- Intermediate BIP at Glen Cairn Public School; and
- Primary/Junior BIP at Sir Winston Churchill Public School

Class Closings:

- Junior/intermediate BIP at J.H. Putman; and
- Junior BIP at John Young Elementary School

This organization maintains the overall number of BIP specialized program classes available to support students requiring this level of support. In addition, the plan minimizes disruptions to students and improves alignment to the Geographic Model for this exceptionality.

If you have any further questions, please contact Peter Symmonds at <u>peter.symmonds@ocdsb.ca</u> or at 613-596-8254.

cc Senior Staff Manager of Board Services Special Education Advisory Committee Corporate Records

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# Part 1- The Board's Consultation Process

# **Compliance with Regulation 306 of the Education Act**

In accordance with Regulation 306, each school board is required, every two years, to prepare and approve a report on the special education programs and special education services provided by the board, and to submit it to the ministry. Each board is required to maintain a special education plan, to review it annually, to amend it from time to time to meet the current needs of its exceptional students, and to submit any amendment(s) to the Minister for review.

One of the purposes of a school board's special education plan is to inform the Ministry of Education and the public about special education programs and services that are provided by the board in accordance with legislation and ministry policy on special education.

— Ministry of Education. Standards for School Boards' Special Education Plans. 2000

# Requirements for the Ottawa-Carleton District School Board's Special Education Advisory Committee (SEAC)

The board shall ensure that its special education advisory committee is provided with the opportunity to participate in the board's annual review, under Regulation 306 of the Revised Regulations of Ontario, 1990, of its special education plan.

— Regulation 464/97

# Annual Review of the Special Education Plan

The purpose of the annual review is to ensure the following:

- The Special Education Plan meets the needs of exceptional students of the Board
- To ensure that the Special Education Plan follows current Ministry of Education legislation
- To demonstrate the allocation of Special Education resources/funding.

Input is provided throughout the year by the SEAC and is considered in the annual review and amendment of the Special Education Plan.

# Overview of Involvement of the Special Education Advisory Committee (SEAC) and Community Members in the Annual Review of the Special Education Plan

The Special Education Advisory Committee (SEAC) has been consulted during 2017-2018 in the revision of the OCDSB Special Education Plan in the following ways:

- members of SEAC participated in the revisions of the Special Education Plan 2018 at the monthly SEAC meetings
- nine standards were fully discussed at SEAC meetings
- input from SEAC was received from their comments made at the meetings as well as input in written form was also received



final amendments to the Plan will be made by August 2018 to appear on the OCDSB website

Members of the community were informed of the timelines for providing input into the Special Education Plan 2018 through SEAC minutes, which are posted on the District's website. In addition, an invitation to members of the community inviting feedback on the Special Education Plan 2018 was posted on the District's website.

# **Special Education Program and Services Review Process**

In January, 2014, the Learning Support Services department presented <u>Report No. 14-001, Performance Measures for the Ottawa-Carleton District School Board, Learning</u> <u>Support Services</u>. Building on the draft, Program Logic Models (PLMs), developed in consultation with Dr. Tim Aubry, at the University of Ottawa, the report highlights several performance measures for Learning Support Services department and for each OCDSB specialized program. These performance measures have been used to shape the most recent program reviews for two of our specialized classes (LD SIP, and Gifted). Further work has begun on the implementation and monitoring of a revised model for supporting students with Learning Disabilities. Exploration of the programs and services for students with Giftedness is ongoing. A key component of the program review process is the engagement of stakeholders including SEAC, parents / guardians, parent / community organizations, students, central staff, teachers, educational assistants, principals, managers, and senior staff in the process. The inclusion of stakeholders has taken on a variety of formats and is dependent upon the review.Quality Program Indicators

Learning Support Consultants (LSCs) and specialized program teachers continue to work on the implementation of Quality Program Indicators (QPI), which examines specifically the effective practices for each of the specialized programs. The intent of QPI document is for specialized classroom staff to use to guide their work and target measures for further program development, to best serve each student. These indicators are monitored regularly and are currently in the process of being updated.

The Learning Support Consultants continue to work collaboratively with specialized classroom staff to provide program support, resources and to establish next steps. When possible, the LSCs provide in-service opportunities appropriate for their program.



# Early Identification Procedures and Intervention Strategies

# Purpose of the Standard

To provide details of the Board's early identification procedures and intervention strategies to the Ministry and to the public

These procedures are a part of a continuous assessment and program planning process, which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following kindergarten, and should continue throughout the child's school life. Districts are therefore expected to provide a range of programs to assist students in meeting the curriculum expectations. These programs should include early identification of learning needs, appropriate teaching strategies, ongoing assessment, and communication with parent(s)/guardian(s) and students. (Policy & Program Memorandum No.11.)

The OCDSB makes every effort to review the needs of all students as early as possible. Early and ongoing tiered intervention is recognized as contributing to the wellbeing of all children and their ability to reach their potential. Parent(s)/guardian(s) are an integral part of the process. It is the belief of the OCDSB that continuous assessment and planning should exist for students throughout the education process. Learning abilities and needs are identified as early as possible. Programming is designed to support the student's needs and to help the student achieve to their fullest potential.

**Parent(s)/guardian(s)** are encouraged to be involved in the education of their children from the beginning of the education process. They have a wealth of knowledge and valuable information that can assist in the education of their child. At kindergarten intake, parent(s)/guardian(s) have the opportunity to share with the teacher information regarding their child's areas of strengths, areas of needs and any relevant medical or other information.

**The Educator Team (teacher, early childhood educator, educational assistant)** is key in the education process. The teacher communicates regularly with the parent(s)/guardian(s) about students' progress and development in the early years. The teacher employs screening procedures, formal reporting and frequent contacts with parent(s)/guardian(s).

# **Procedures and Practices**

- liaise with preschools, nursery schools and other agencies to facilitate transition to school
- kindergarten intake procedures
- completion of the Kindergarten Intake Form
- learn about student's strengths and needs during the intake interview with parent(s)/ guardian(s)



- ongoing assessments (observation checklists, inventories, portfolios, conferences, in-depth anecdotal records, formal/informal assessments)
- OSR Communication of Learning, report card, previous testing, Kindergarten Intake Form

# A Tiered Approach for Early Identification and Intervention

# Assessment/Consultation/Intervention

The tiered approach is an extremely effective approach to assessment and intervention which sequentially increases the intensity of instructional interventions (Learning for All,: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013). It is a model that promotes and facilitates the early identification of students' learning abilities and needs.



# Supports within Tier 1 – The Foundation

- instructional program is taught by the classroom teacher / classroom team
- classroom teacher collects student data from a variety of sources and creates a class profile to aid in providing differentiated programming to meet the needs of all learners
- classroom teacher revises and reviews accordingly the effectiveness of instructional strategies, based on the acquisition of skills and knowledge by students
- struggling learners are flagged
- learners whose skills are significantly below or above, expectation are accommodated and monitored



# Supports within Tier 2 – Supplemental Instruction: responding to a child who has not progressed satisfactorily in Tier 1

- classroom teacher collects detailed student information for struggling learner, creating a student profile to determine the student's strengths and needs
- programming is provided based on individual strengths and needs of the student
- consultation with in-school team to develop more precise instructional strategies
- implementation of in-school team recommendations
- ongoing contact with Learning Support Teacher (LST) or Learning Resource Teacher (LRT), parents and principal
- consultation with multi-disciplinary team (psychologist, speech-language pathologist, social worker, learning support consultant), as needed
- student's progress is monitored closely

# Supports within Tier 3 – For students who have not responded to instructional efforts in Tiers 1 and 2

- referral by the classroom teacher for more extensive assessment and/or individualized intervention
- case conference including the in-school team and members of the multi-disciplinary team
- recommendations provided to teachers and parents
- ongoing monitoring and evaluation

# **Final Notes**

Needs exhibited by students vary greatly. The above model is only an outline of a sequence and possible options that are available in supporting students. There may be situations where the higher levels of intervention are needed sooner. The development of an IEP may be considered within each of the tiers. Similarly, as students respond to intervention and needs change, supports within other tiers should be reconsidered to provide the appropriate level of support required.

# Early Learning Team

The Early Learning Team is composed of Learning Support Services staff that provides support to the Kindergarten program. The team is multidisciplinary and includes speech language pathologists, psychology staff, social workers, educators and educational assistants. Support and services can be provided for an entire classroom or for a specific student. The Early Learning Team is available to consult regarding a range of needs / concerns for Kindergarten students in Year 1 and Year 2, including language, self regulation, behaviour, development, social skills and well-being. All these supports are now accessed through a common referral process.



# Developmental Indicators for the Assessment of Learning – 4th Ed. (DIAL-4)

The DIAL-4 is a developmental screener designed for children aged 2 years, 6 months through 5 years, 11 months. It can be used to identify a student's strengths and challenges in the area of motor, concepts, language, self-help, and social / emotional development, which are key components to a student's early learning and academic success.

A DIAL-4 kit is now available in every OCDSB school that offers Kindergarten. The Early Learning Team and Learning Support Consultants offers ongoing assistance to schools, teachers, and the children they support, to assist with administration, interpretation, and programming suggestions related to DIAL-4.

# Reaching In... Reaching Out (RIRO)

Resilience enables people to handle stress, overcome childhood disadvantages, bounce back from trauma, and reach out to others and opportunities. It is associated with better health and greater success in academics, jobs and relationships. Reaching In... Reaching Out (RIRO) provides evidence-based programming to help adults model skills and create a resilience-rich environment for children up to age 7. This helps young learners to develop competence in self-regulation and social-emotional skills, which are foundation skills critical to school success.

The Early Learning Team provides training and follow-up support for school teams interested in adopting the RIRO program with their students. Some schools in the OCDSB are already using the program in their kindergarten classrooms.

# ASD/DD Intake

The Ottawa-Carleton District School Board (OCDSB) offers an intake session for children with a diagnosis on the Autism Spectrum (ASD) and/or of Developmental Disability who are registering in the OCDSB for the first time. The purpose of this intake session is to capture the child's skill level in several developmental areas considered important to school success and to support their transition to the OCDSB.



# **Partnerships**

# Connections

Connections is a partnership between CHEO and the OCDSB to support the transition of children from an Intensive Behaviour Intervention (IBI) program to full time school. Support from CHEO begins approximately 6 months prior to a child's discharge from IBI program and ends approximately 6 months after the discharge date. During this time the child may be attending the OCDSB on a part time basis increasing to full time attendance upon discharge from CHEO. As per the agreement, the school staff works collaboratively with the OCDSB Autism Spectrum Team, a CHEO support consultant, as well as the parents to ensure a successful transition for the child from a therapeutic setting to the educational setting.

# **Ontario Special Needs Strategy**

The Ministries of Children and Youth Services, Community and Social Services, Education and Health and Long-Term Care are moving forward with a strategy to improve services for children and youth with special needs in Ontario guided by the vision: "An Ontario where children and youth with special needs get the timely and effective services they need to participate fully at home, at school, in the community, and as they prepare to achieve their goals for adulthood."

The Special Needs Strategy seeks to:

- put in place coordinated child- and family-centered service planning for children and youth with multiple and/or complex needs through Coordinated Service Planning (CSP); and
- develop local implementation plans for an integrated approach to the delivery of child and youth rehabilitation services (speech-language therapy, occupational therapy and physiotherapy) through Integrated Delivery of Rehabilitation Services (IR).

The Children's Hospital of Eastern Ontario (CHEO)/Ottawa Children's Treatment Centre (OCTC) is the lead agency for CSP in Ottawa. CSP, which has been in its pilot phase since Spring of 2018, will launch in the Fall of 2018. We expect to receive additional information on what the CSP model will look like for our students and families. Following the joint efforts of developing the IR model locally, IR moved to a central process in Fall of 2018.

Further information on the Ontario Special Needs Strategy can be found on the provincial website: <u>http://specialneedsstrategy.children.gov.on.ca/</u>





# **Tiered Intervention Overview**



OTTAWA-CARLETON IISTRICT SCHOOL BOARD	Auth	nge of Information orization	School Year 20172018
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Distribution: Original - OSR Copies - Learning Support Services - Parent/Guardian/Adult Student





# SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

## Wednesday, December 5, 2018, 7:00 pm Trustees' Committee Room 133 Greenbank Road Ottawa, Ontario

Members:	Rob Kirwan (Community Representative), Christine Boothby (Trustee), Rob Campbell (Trustee), Cathy Miedema (Association for Bright Children of Ontario), Samantha Banning (Autism Ontario, Ottawa Chapter, Alternate), Mark Wylie (Down Syndrome Association), Linda Barbetta (Learning Disabilities Association of Ottawa-Carleton), Ian Morris (Ontario Associations for Families of Children with Communication Disorders), Donna Owen (Ottawa-Carleton Assembly of School Councils), Safina Dewshi (Ottawa-Carleton Assembly of School Councils, Alternate), Susan Cowin (Community Representative), Sonia Nadon-Campbell (Community Representative), Susan Gardner (Ottawa-Carleton Elementary Teachers' Federation), Catherine Houlden (Ontario Secondary School Teachers' Federation (Teachers)), Jean Trant, Ontario Secondary School Teachers' Federation (SSP), Nancy Dlouhy (Ottawa-Carleton Elementary Operations Committee), Kelly Granum, Ontario
Staff and Guests:	Secondary School Teachers' Federation (Occasional Teachers) Michele Giroux (Executive Officer), Lynn Scott (Trustee), Donna Blackburn (Trustee), Chris Ellis (Trustee), Peter Symmonds (Superintendent of Learning Support Services), Stacey Kay (Manager of Learning Support Services), Amy Hannah (Principal of Learning Support Services), Kevin Gardner (Manager of Financial Services), Nicole Guthrie (Board Committee/Coordinator).

# 1. <u>Call to Order</u>

Superintendent Symmonds called the meeting to order at 7:01 p.m Trustee Blackburn indicated that she would be recording the meeting.

2. <u>Approval of the Agenda</u>

Moved by Rob Kirwan,

THAT the agenda be approved.

Superintendent Symmonds advised that item 5.1 Learning Disabilities Association of Ontario Presentation would be referred to the 13 February 2019 meeting.

Superintendent Symmonds recommended that item 6.2 c be removed as the committee had already discussed this standard. He also requested that items 7.2 and 7.3 be discussed after Member Information.

# Moved by Mark Wylie,

# THAT the agenda be approved, as amended.

Carried

3. Delegations

There were no delegations.

## 4. <u>Committee Appointments</u>

Superintendent Symmonds explained the process for appointing members to the various committee positions.

4.1 <u>Chair</u>

Sonia Nadon-Campbell nominated Rob Kirwan for the position of Chair.

# Moved by Trustee Boothby,

# THAT the nominations be closed.

## Carried

Rob Kirwan was declared Chair of SEAC by acclamation.

At the request of Mr. Kirwan, Superintendent Symmonds remained in the Chair.

4.2 Vice-Chair

Chair Kirwan nominated Mark Wylie for the position of Vice-Chair.

Ian Morris nominated Linda Barbetta for the position of Vice-Chair

# Moved by Trustee Boothby

# THAT nominations be closed.

# Carried

Following an election, Superintendent Symmonds declared Mark Wylie was Vice-Chair of SEAC.

## 4.3 <u>Board</u>

Linda Barbetta advised that she would attend Board meetings as an observer and report back any items of interest to the Committee. Rob Kirwan volunteered to be the alternate observer, if required.

#### 4.4 Committee of the Whole

Mark Wylie self-nominated for the position of Committee of the Whole Representative.

Rob Kirwan self-nominated for the position of Committee of the Whole, Alternate.

#### Moved by Trustee Boothby,

THAT nominations be closed.

#### Carried

Mark Wylie and Rob Kirwan were declared the Committee of the Whole, Representative and Alternate respectively, for SEAC by acclamation.

#### 4.5 Committee of the Whole, Budget

Donna Owen self-nominated for the position of Committee of the Whole, Budget, Representative.

## Moved by Trustee Boothby,

## THAT nominations be closed.

#### Carried

Donna Owen was declared the Committee of the Whole, Budget, Representative, for SEAC by acclamation.

Rob Kirwan added that he and Terry Warner would provide offline support to Ms. Owen, if required.

The committee agreed to seek an alternate at the 16 January 2019 meeting.

#### 4.6 Parent Involvement Committee

Ian Morris self-nominated for the position of Parent Involvement Committee Representative.

Samantha Banning self-nominated for the position of Parent Involvement Committee, Alternate.

## Moved by Rob Kirwan,

THAT nominations be closed.

# Carried

Ian Morris and Samantha Banning were declared the Parent Involvement Committee, Representative and Alternate respectively, for SEAC by acclamation.

#### 4.7 Advisory Committee on Equity

Sonia Nadon-Campbell self-nominated for the position of Advisory Committee on Equity Representative.

Susan Cowin self-nominated for the position of Advisory Committee on Equity Representative, Alternate.

#### Moved by Rob Kirwan,

# THAT nominations be closed.

#### Carried

Sonia Nadon-Campbell and Susan Cowin were declared the Advisory Committee on Equity, Representative and Alternate respectively, for SEAC by acclamation.

Mr. Kirwan assumed the chair for the remainder of the meeting.

#### 5. <u>Members' Information</u>

Mr. Morris advised that he and Joyce Mortimer from the Ontario Association for Families of Children with Communication Disorders (OAFCCD) would like to make a presentation to inform SEAC members on the role and function of the organization in February or March and requested that it be added to the long range agenda.

Mr. Morris advised that Committee Coordinator Guthrie had distributed the OAFCCD November 2018 newsletter and had a query regarding the use of a new term, Development Language Disorder (DLD). He noted that the term DLD is a new term to replace Specific Language Impairment (SLI). The newsletter indicates that there is a movement among Speech-Language Pathologists (S-LPs) in Ontario to use the term.

Ms. Houlden noted that Kimana Mar, international Special Olympian and OCDSB General Learning Program (GLP) student, will be attending SEAC in January to speak briefly about her experiences.

Manager Kay noted that Nancy McLaren Kennedy would be the new Professional Student Services Personnel (PSSP) representative.

Executive Officer Giroux informed the committee that questions were raised at the 3 December 2018 inaugural Board meeting regarding the appointment of trustees to SEAC, particularly the term length. Past practice has been for the

Board to appoint trustee representatives to SEAC annually which may be inconsistent with the Educations Act. The Board moved to proceed with a oneyear appointment at the inaugural meeting but will seek the input of legal counsel on the practice. Across the province, some boards appoint annually while others appoint for a four-year term. The new Chair of the Board, Lynn Scott, requested that the matter be brought to the attention of SEAC.

Ms. Barbetta noted that the York Region District School Board has a Declaration of Conflict of Interest as a longstanding agenda item. Executive Officer Giroux noted that trustees are required to disclose a conflict although it may not be expressly indicated on an agenda. The conflict of interest is not pecuniary and may be more of an issue with the perception of bias related to specific exceptionalities.

Mr. Wylie expressed the view that a one year term for trustees is not enough and that he would support an increase to the term length.

Trustee Campbell expressed the view that the role and function of trustees on all District advisory committees should be explored.

Executive Officer Giroux advised that the District has communicated with legal counsel and will report the findings to the Board in January 2019.

Mr. Morris expressed the view that it is important to have continuity among the trustee members to SEAC. He suggested a two-year term may be more advantageous and would allow for broader knowledge of SEAC at the Board level.

## 6. <u>Action/Discussion/Information Items</u>

## 6.1 Strategic Plan 2019-2023 - Community Conversation

Executive Officer Giroux advised that the District has begun the conversation on the 2019-2023 Strategic Plan. She noted that the District will be using Thoughtexchange, an online learning tool that allows parents, staff, students and community members to have a conversation about learning and well-being.

During the discussion, and in response to questions, the following points were noted:

- Staff has presented and engaged with Ottawa-Carleton Assembly of School Councils (OCASC), the Advisory Committee on Equity, the Student Senate, the federation representatives and school principals seeking ideas and strategies on how best to reach communities and people who are traditionally less engaged in District consultations;
- The Thoughtexchange process encourages all participants to answer three open-ended questions- what the District does well; where the

District can improve; and what priorities are important to learning and well-being. Participants can also review thoughts that are shared by others and star the ideas that they like best. Participants may provide multiple thoughts and ideas, they can view other participant's ideas and rank or star those ideas. Participants may return and contribute to the process as often as they wish until the 17 December 2018 close;

- There are three separate conversations: parents and community members; staff; and students (grades 7-9). The conversations will also be separated by elementary and secondary panels. This will allow people with common interest and experiences to be involved in the conversation;
- Thoughexchange is available in English, French or Spanish. People may also participate by SMS text message in any language available in Google translate;
- The District had close to 13,500 participants in the last strategic plan process and anticipate an increase to 20,000 during the consultation for the 2019-2023 plan;
- All participants will receive an invitation and several reminder emails;
- SEAC members may participate as a community member on behalf of their organization. SEAC members with children in District schools can also participate as parents in the elementary and/or secondary panel conversation for as many schools as applicable;
- The District is working with Multi-Cultural Liaison Officers to help bridge communities and overcome some of the language barriers to engage with parent communities that traditionally do not participate;
- The data collected from the Thoughtexchange will be used to inform the focus groups and forums the District will host in January 2019. Conversations will also be held with strategic, community business partners;
- All of the feedback will be prioritized and will help inform trustees and senior staff as they prepare a draft plan for review in May of 2019 with the goal of Board approval in June 2019; and
- Chair Kirwan requested that SEAC be considered for participation as part of a focus group.

## 6.2 Finance Presentation (M. Carson, ext. 8207)

Manager of Financial Services Gardner made a presentation on the District's financial situation with respect to Special Education revenues and expenditures. The calculation of various grants was outlined, and clarification was provided pursuant to questions raised.

During discussion, and in response to questions, the following points were made:

- The Ministry of Education is responsible for funding Ontario's elementary and secondary schools through the Grants for Student Needs (GSNs);
- Special Education revenues total approximately \$116.0 million for 2018-2019;
- The 2018-2019 approved budget for special education expenditures total \$122.0 million;
- The majority of the costs are for teaching staff, educational assistants and professional student services personnel (PSSP);
- There is a consistent pattern of under-funding within special education. The Ministry does not cover all of the special education costs incurred by the District. The District is able to cover the shortfall through other grants and revenues;
- The province has indicated that they will be reviewing the costs of all programs they fund and education is expected to be scrutinized. As a result, the 2019-2020 Budget may be challenging;
- The Local Priorities Funding (LPF), secured through extension agreements during contract negotiations, ends in August 2019. The LPF provided an additional \$4.0 million in funding to support special education with 50.50 full time equivalent (FTE) staff. Should the funding not be renewed it would have a significant impact on the budget and the support provided to special education students. Concerns about the potential loss of this funding have been conveyed to the Ministry;
- Orientation and Mobility Instruction staff increased by 0.5 FTE to 1.0 FTE for the 2018-2019 school year;
- In February 2017, a settlement was reached between the Ontario Secondary School Teachers' Federation (OSSTF) and the province as a remedy for the Ontario Superior Court ruling in April 2016 on the *Putting Students First Act*, 2012 (PSFA). The ruling determined that the PSFA was a violation of s.2(d) (freedom of association) of the Canadian Charter of Rights and Freedom. The Ministry OSSTF remedy payment was received as a one-time payment during the 2017-2018 school year and is reflected in the 2017-2018 Revised Estimates. It was subsequently determined that the funding and related cost were not to be reported under the Special Education envelope;
- Recently completed financial reporting indicates that the District will end the year with a significant surplus. It is possible that some of the surplus will be available to assist in transitions depending on Ministry funding in 2019-2020;
- The District follows a standard reporting process with respect to its special education funding. Anecdotal evidence suggests that many other boards overspend in the area of special education;

- The District has a variety of revenue sources in addition to the GSNs. Many of these revenue sources are not specifically assigned and the District may direct these revenues to priority areas of need and program shortfalls;
- Superintendent Symmonds advised that special education funding might be considered as an area for additional SEAC and Board advocacy;
- Superintendent Symmonds noted that he would share the 2018-2019 Education Funding - A Guide to the Special Education Grant with members;
- Speech and language pathology staff have increased due to various Ministry funding initiatives. The new conservative government reviewed funding and moved money to the per-pupil allocation and reduced the Special Incidence Portion (SIP) allowing for enhanced flexibility. The government is looking to make further changes to funding in future years but there has been no indication on what funding areas will be impacted;
- Mr. Morris noted that some boards utilize Communication Disorder Assistants (CDAs) as initial support for students. He queried whether or not the District employs CDAs. Manager Kay noted that there is variability across the province and that the District currently does not utilize CDAs. She noted that the District may choose to investigate the benefits to the system through the use of CDAs;
- The revenue associated with the gain on long-term disability and the Employee Life and Health Trust (ELHT) is the result of a change in employee benefit plans and the related accounting treatment. The revenues have been partially assigned to special education to support related staffing costs;
- The amount of GSNs received by the District is based on total enrollment, the Ministry's statistical funding model is used to calculate allocations for the Special Education Per-Pupil Amount, the Differentiated Special Education Needs Amount, Behavioural Expertise Amount, SIP and the Specialized Equipment Amount. This funding model is well detailed on the Ministry website;
- Any proposed settlement stemming from recently publicized sexual assault lawsuits involving the District would not impact the Special Education budget;
- The gain on long-term disability and the ELHT amounts noted in grant revenues are proportional to the number of FTE staff listed in expenditures;
- LPF enabled the addition of 11.50 FTE learning support/resource teachers, 1.00 FTE learning support consultants and 3.00 FTE itinerant program behaviour specialists at the elementary panel. 5.00FTE learning support teachers at the secondary panel. LPF funding also supported the addition of 28.50 FTE educational

assistants as well as 1.50 FTE psychologist/social worker for a total of 50.50 FTE positions;

- The PSSP 1.50 FTE staff is divided between social work and psychology; and
- The benefit load for part-time staff is not related to the ELHT funding. It is for costs such as CPP premiums and vacation pay.

#### 6.3 <u>Consultation: Education in Ontario</u>

Executive Officer Giroux noted that the Ministry of Education Consultation on Education is underway and that the deadline for submissions is 15 December 2018. The Ministry has provided parents with several ways to participate, telephone townhalls, an open submission form and an online survey.

Both the Board and the Parent Involvement Committee have prepared submissions to the consultation and will be sharing their responses on the District website. The Board and PIC have requested that the District make the parent community, including SEAC, aware of the consultation as the results may impact the work of the organizations represented at SEAC.

Executive Officer Giroux advised that PIC hosted a workshop at the Parent Conference and School Council Training Day on 3 November 2018 to collect parent input on each of the seven areas of the questionnaire. The PIC identified a need to provide an opportunity for District parents to submit input to the consultation.

Ms. Barbetta noted that the November 2018 LDAO SEAC Circular contained LDAO suggested points on each of the seven Ministry consultation areas. She indicated that she would share the points with the members to help inform their own submission.

Executive Officer Giroux noted that there is little evidence to suggest that responses made by organizations carry any more weight in the process than an individual response. She advised that it may be more advantageous for the SEAC members to make an individual submission based on experience with their child or their organization and the students it supports.

## 7. Department Update

Superintendent Symmonds advised that Vice-Principal of Learning Support Services (LSS) Jenny Dewan in has accepted a new position within the District. She will be the new Vice-Principal at Hopewell Avenue Public School. Superintendent Symmonds thanked Vice-Principal Dewan for her efforts and wished her well in her new post. He added that her replacement will be announced in January 2019. LSS staff will be meeting on 6 December 2018 to discuss equity. The District is a diverse board and equity staff will be providing information to LSS staff to deepen their knowledge on the matter and discussing opportunities for staff to weave an equity lens into their work to support students and staff. This meeting is the beginning of a longer conversation with Curriculum Services to help guide the work of the District.

Superintendent Symmonds announced that the Indigenous Youth Symposium will be held on 11 January 2019 at the Confederation Education Centre. The Indigenous Youth Symposium provides an opportunity for Indigenous students to discuss their needs in classrooms, schools and the District.

#### 7.1 Special Needs Strategy Update

Manager Kay noted that the province continues to work on the provincial implementation of Ontario's Special Needs Strategy (SNS). Manager Kay provided an update on the Coordinated Service Planning (CSP) and the Integrated Delivery of Rehabilitation Services (IR)

During the discussion, and in response to questions, the following points were noted:

- CSP for children and youth with multiple and/or complex special needs and their families is well underway. The Children's Hospital of Eastern Ontario – Ottawa Children's Treatment Centre (CHEO-OCTC) is responsible for CSP in the Ottawa area. CSP is intended to decrease family stress by providing families with a single identifiable agency through which they can access CSP;
- The District provided training to all principals and vice-principals in the fall of 2018 to introduce to them the supports offered by all of the coordinating agencies and to ensure they understood their role as a valued partner in the delivery of CSP;
- The District can refer students into the service and provide assistance with family-centered goals;
- Superintendent Symmonds noted that there have been some communication challenges. Staff are working with the Ministry and local partners to ensure timely information is released and that all of the partners are informed;
- The Ministry is committed to ensuring seamless continuity for children and families;
- There are currently 44 children and youth accessing CSP in the Ottawa area, but they are not all OCDSB students. CHEO-OCTC and the District anticipates that this number will grow over time, however the service is only available for those families already accessing two or more services and whose children have multiple complex needs which represents only a small number of the total student population;

- The work on the IR did not progress as quickly as the partners had hoped. A full provincial plan was never attained. The province will move forward with the transition of the School Haleth Support program from the Ministry of Health to the Ministry of Children, Community and Social Services. Locally, the funding and accountability for the School Health Support program will transition from the Champlain Local Health Integration Network (LHIN) to CHEO-OCTC by January. The transition will not be felt by the students and families receiving the service, the District continues to follow the same process;
- Ms. Houlden stressed the importance of maintaining relationships between Occupational and Physical Therapy staff and students. She advised that the District should advocate to ensure the same staff are working with students after the transition. Manager Kay noted that the legal and governance piece is being explored at this time. The District will be engaged as a partner to help inform the implementation;
- Nursing support will remain with the Champlain LHIN;
- The District is a partner and a participant in the delivery of care for the students, and facilitating referrals is a part of the process. Parents and staff continue to work with the LHIN and therapists for a smooth plan of care;
- PPM 81 governs the provision of health services in school districts;
- Learning Support Teachers facilitate referrals and coordinate the work and the services through health support. Students can be referred by a teacher or the family can approach the school;
- Mr. Morris noted that OAFCCD have heard from parents who are still finding it difficult to navigate the system. Manager Kay noted that the IR did not meet their goals and that the inter-ministerial work did not continue this fall as planned. The province does plan to move forward with the transfer and the overall model is currently status quo. This is most apparent in speech language pathology where parallel systems are still in place. The District has long standing relationships with all of the providers and actively works to ensure all the services are complimentary;
- Mr. Morris expressed the view that as the SNS implementation continues it will be important for the District to be a powerful voice at the table. He added that the health system often leads, but that the inschool support staff does much of the critical work with students;
- In response to a query from Ms. Houlden regarding the inclusion of mental health in CSP, Manager Kay noted that while mental health is not currently an element of CSP, the Ministry of Children, Community and Social Services (MCCSS) has identified mental health as a priority and will be working on a similar model for coordinated delivery. The District has developed a district-wide framework for well-being, and a mental health strategy. Petra Duschner, Manager, Mental Health and Critical Services, manages the District's work on mental health; and

 The practice of Speech Language, Occupational Therapy, and Social Work is governed by the professional college. Often professional collaborations are required and staff are professionally obligated to ensure complementary and coordinated services. The District has structures in place to permit for the release and exchange of information based on parental consent.

# 7.2 <u>Special Education Plan (Standards)</u>

# a. <u>The Board's Special Education Advisory Committee (SEAC)</u>

During discussion and in response to questions the following points were noted:

- The role of SEAC, SEAC meetings and composition of SEAC are specified in the standard;
- The names and email addresses of the members will be updated;
- In response to a query from Trustee Campbell regarding a standard definition of students with special education needs, Superintendent Symmonds noted that there is no standard definition. Any student who needs special education support and services receives it whether it be a suggested practice in the regular classroom, through a formal Identification, Placement, and Review Committee (IPRC) process or through an Individual Education Plan (IEP);
- Ms. Owen indicated that the Ministry document states that the plan "must also include a description of ways in which parents and other members of the public can make their views known to the SEAC" yet the plan does not reference how parents can provide their input. She added that if input is to be received through delegation, the plan must reference the process;
- Parents may also communicate concerns and viewpoints directly to the representatives; and
- There is no statutory requirement for the meetings to be held at 7:00 p.m.

## b. <u>Special Education Placements Provided by the OCDSB</u>

During discussion and in response to questions the following points were noted:

 Principal Hannah advised that she has a regular team meeting with staff to review each of the sections of the Special Education Plan prior to each SEAC meeting and recognizes that the Special Education Placement section requires many updates;

- Some of the content and the definitions are created by the Ministry and as such there can be no modifications;
- All typos, grammatical and formatting issues will be addressed;
- The word "application" should be changed to "referral" to reflect current practice;
- Specialized class information will be updated to represent the 2018-2019 figures;
- The Behaviour Intervention Program (BIP) as outlined on folio 11 has increased to provide service at the secondary level at both Hillcrest High School and Canterbury High School;
- A secondary class was added to Deaf and Hard of Hearing at Woodroffe High School;
- Any duplicates have been noted and corrected;
- A correction to Special Education Classes for Autism (ASDP) to remove reference to Asperger syndrome but leave the acronym (ASDSCP);
- The description of the Storefront program on folio 29 is misplaced and should be moved to the General Learning Program (GLP) on folio 25;
- Updates on folio 32 related to Physical Disabilities will feature reference to the CHEO-OCTC as result of the changes to the SNS;
- In response to a request from Ms. Barbetta that the options for student placement in the regular classroom as outlined on folio 8 also include reference to placement by Identification, Placement and Review Committee (IPRC), staff agreed to make the addition;
- Staff will make revisions based on SEAC consultation feedback and the necessary data input corrections to reflect the school year. The entire Special Education Plan will be provided to SEAC for final review in May 2019;
- In response to a query from Ms. Owen regarding the difference between options for placement and school based support, Superintendent Symmonds noted that the five placements listed under Options for Student Placement are directed specifically by the Ministry. The District has added the three additional school-based supports as options for placement;
- Ms. Owen queried whether or not the reference to Educational Assistant (EA) on folio 9 should include the word behaviour. Principal Hannah noted that often behviour is an element of safety needs. She noted that staff will specify the reasons for EA support;
- A parent may request an IPRC at any time. The principal may also initiate an IPRC;

- Trustee Campbell requested that the IPRC and application process be accurately described;
- The decision making body for student placement is the IPRC but the District has structured this with referral committees. The referral committee is comprised of central expertise who provide an interpretation of the evidence. Their recommendation and evidence is provided to the IPRC. The IPRC considers all of the relevant information before making a decision for placement;
- Principal Hannah advised that relevant sections of the IPRC standard could be added to this section to provide clarification;
- If the school offer is declined by the parent a referral committee may reconvene to review alternative options. Should the parents disagree with the IPRC the appeal process begins;
- The criteria for change in placement varies for each category and program. Any changes in placement are thought of and discussed by the school team and with the parents well in advance of an IPRC; and
- If a student withdraws from a placement the spot would be filled by another student who required the support. Re-admittance to the same program is an option but would be reviewed prior to the re-placement.

## 8. <u>Review of Special Education Advisory Committee Report</u>

## 8.1 <u>14 November 2018</u>

Moved by Linda Barbetta,

THAT the 17 November 2018 be received.

Ms. Owen requested that her comment regarding the inclusion of the overall goal of the special education involvement plan be added to the discussion on item 5.1 d. Staff Development.

Ms. Houlden requested that her comment regarding the Storefront Program be revised to read "She expressed concern about the stress both staff and students are under without a definitive plan or permanent location for the program."

Superintendent Symmonds provided clarification that the District maintains a month to month lease agreement with Morgaurd Properties for the Storefront space.

## Moved by Linda Barbetta,

THAT the 17 November 2018 be received, as amended.

# Carried
### 8.2 <u>Review of Long Range Agenda</u>

The long range agenda was provided for information.

In response to a query from Ms. Miedema on the status of the report with the outline and timeline of the operational review of the process for identification, needs assessment, and placement for all exceptionalities, Superintendent Symmonds advised that every effort will be made to ensure the report is reviewed by SEAC prior to issue to Committee of the Whole in February.

Ms. Miedema queried the timeline for the Pilot Project for Elementary Gifted Program Delivery, noting it is listed for presentation in December. Superintendent Symmonds advised that the date associated with this item be revised to "to be determined".

The members requested that the District Practice for Parental Communication be added as a discussion item for the 16 January 2018 meeting.

## 8.3 Motion/Action Tracking Report, Business Arising

The motion/action tracking report was provided for information.

## 9. <u>Committee Reports</u>

9.1 Advisory Committee on Equity

Trustee Olsen Harper had been the representative from SEAC to the Advisory Committee on Equity. Board Committee Coordinator Guthrie noted that the 29 November 2018 meeting of ACE featured a discussion on identity-based data collection.

9.2 Parent Involvement Committee

Ms. Nadon-Campbell reported that the Parent Involvement Committee (PIC) selected a Chair and Vice-Chair and discussed the PIC response to the Ministry Consultation at the 21 November 2018 meeting.

9.3 Board

There was no report from the Board meeting.

9.4 <u>Committee of the Whole</u>

There was no report from Committee of the Whole.

#### 10. <u>New Business</u>

There was no new business.

11. Adjournment

The meeting adjourned at 10:27 p.m.

Rob Kirwan, Chair, Special Education Advisory Committee



# SPECIAL EDUCATION ADVISORY COMMITTEE

# Long Range Agenda 2018-2019

- 1. LD Program Review and Update (ongoing)
- 2. Pilot Project for Elementary Gifted Program Delivery (February)
- 3. Implementation of the Exit Outcomes (Ongoing)
- 4. The role of the Early Childhood Educator (TBD)
- 5. VOICE suggestions for improving in classroom supports for deaf hard of hearing students (ongoing)
- 6. LDAO-C presentation (March)
- 7. OAFCCD Presentation (February)
- 8. Operational Review (February)
- 9. Storefront Update (February)
- 10.2019-2020 Budget (February)

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# **MOTION/ACTION TRACKING REPORT**

	Meeting Date	Motion/Action	Action Agents	Requester	Reference/Date	Completed
1	09 March 2016	Monitoring data from the LD program be shared with SEAC, when available	P. Symmonds, A. Hannah	C. Ellis	Ongoing	
2	18 May 2016	Share Special Needs Strategy program guidelines when available, for an opportunity to provide formal support, at the will of the Committee	P. Symmonds	C. Ellis	Manager Kay to provide an update at an upcoming meeting.	No
3	15 November 2017	Amend the SEAC page of the website to include links to minutes, agendas and committee member information.	Board Services	D. Owen	Update after the 3 December 2018 Board meeting.	Yes
4	15 November 2017	ASAR to utilize and highlight locally developed statistics	READ and Curriculum Services	C. Houlden	ASAR and BIPSAW will be discussed at an upcoming meeting of SEAC.	No
5	09 May 2018	EQAO Data on Gifted Students	READ and LSS	Mr. Popa	Superintendent Symmonds to approach the READ team with a request for EQAO data for gifted students.	No