



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Linda De Vos, Superintendent of Education
Denise Martins, Superintendent of Education
Liana Thompson, Superintendent of Education

RE: **2018-19 Grand Erie Student Achievement Plan Outcomes**

DATE: October 28, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the 2018-19 Board Improvement Plan for Student Achievement Outcomes as information.

Background

The 2018-19 Grand Erie Student Achievement Plan was presented at the November 26, 2018 Board Meeting. On March 25, 2019 a mid-year update was shared based on monitoring and the evidence of impact to date.

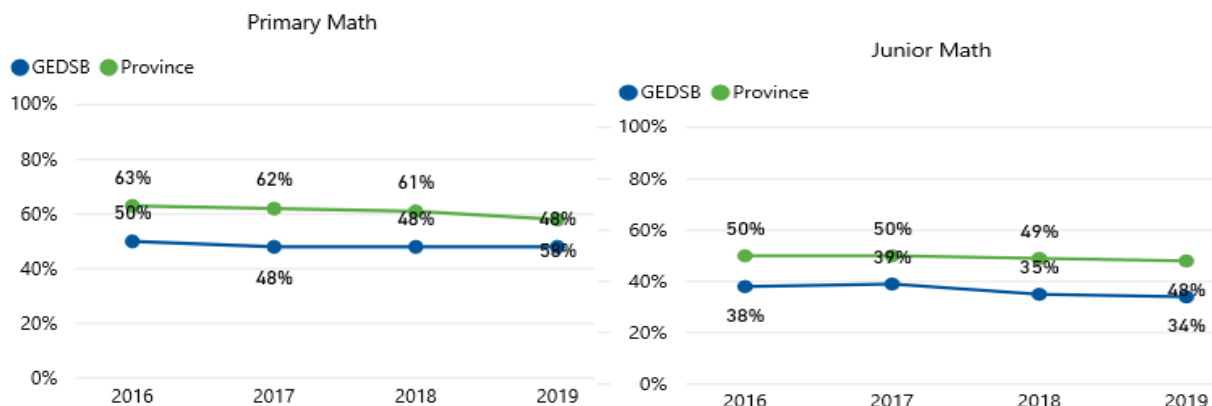
In mid-September 2019, final EQAO results were released to school boards and the public. These results, along with evidence of impact have been reviewed and are included within this report.

Additional Information

The 2018-19 Theory of Change outlined in the Grand Erie Student Achievement Plan is the foundation on which the implementation and actions with respect to the outcomes were attained.

Elementary Outcomes 2018-19

Numeracy -How did we do? (Measure of Success)



	Primary		Junior	
	ALL	Participating	ALL	Participating
Mathematics	48	50	34	35

Quantitative Results for Participating Primary Students

- 50% of participating students achieved Level 3 or 4
- The percentage of students at Level 3 and 4 remained the same from 50% in 2018 to 50% in 2019
- The percentage of primary students scoring level 2 on the 2019 assessment in Mathematics was 39% (39% in 2018; 40% in 2017; 39% in 2016)
- 89% of students are performing at a Level 2 or higher in Mathematics
- Our participating result in Primary Mathematics remained constant at 50%, while the province decreased by 3% from 64% to 61%
- In Primary Math, 28 of 59 of our schools improved ranging from 1% to 35%
- A significant gap of 16% between report card data and EQAO results continues in Mathematics

Primary Assessment of Mathematics Narrative Results**Strengths:**

- According to our board data, the best answered student responses, are from the content strands of Number Sense and Numeration, Measurement and Patterning/Algebra, which aligns with our focused learning on: Quantity and Operational Sense which are foundational;

Relative Strengths:

- When considering the Achievement Chart, the strongest responses were to multiple choice questions that assessed knowledge;

Need/ Weakness:

- According to our board data, and considering the Achievement Chart, the weakest responses were to multiple choice or open response questions designed to assess thinking skills or application skills.

Quantitative Results for Participating Junior Students

- 35% of participating students achieved Level 3 or 4
- The percentage of students scoring Level 3 and 4 was a 2% decrease from the 2018 results
- The percentage of junior students scoring Level 2 on the 2018 assessment in Mathematics was 35% (37% in 2018; 36% in 2017; 38% in 2016)
- 70% of students are performing at a Level 2 or higher in Mathematics
- 26 out of 59 schools showed improvement, ranging from 2% to 33%
- A significant gap of 38% between report card data and EQAO results continues in Mathematics

Junior Assessment of Mathematics Narrative Results**Strengths:**

- According to our board data, the best answered student responses, are from the content strands of Number Sense and Numeration, Measurement and Patterning/Algebra, which aligns with our focused learning on: Quantity and Operational Sense which are foundational;

Relative Strength:

- When considering the Achievement Chart, the strongest responses were to multiple choice questions that assessed knowledge;

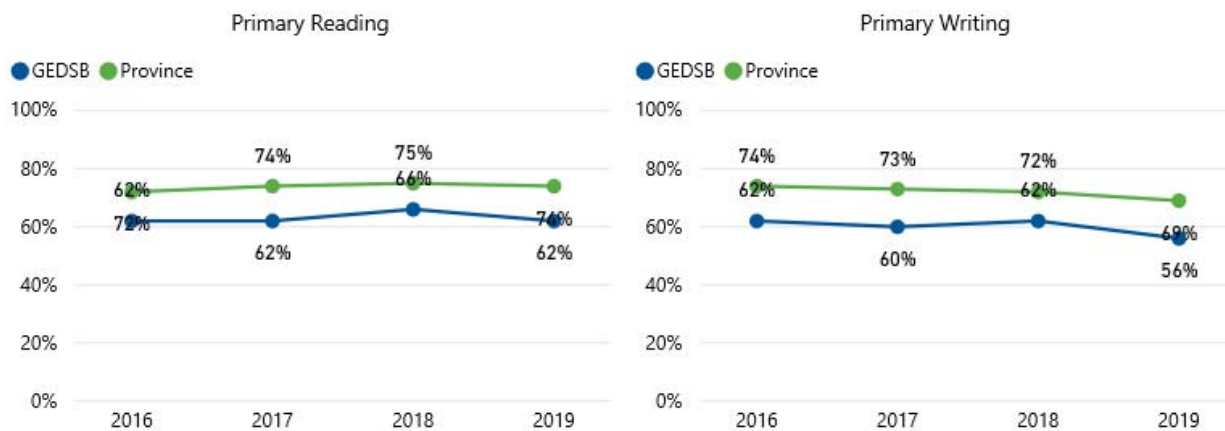
Need/ Weakness:

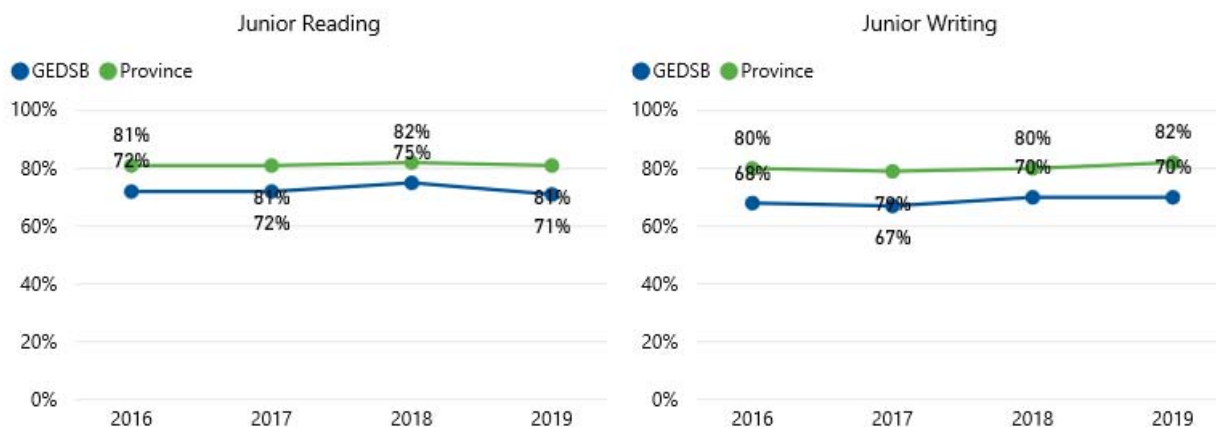
- According to our Board data, and considering the Achievement Chart, the weakest responses were from both multiple choice and open response questions that assessed thinking skills or application skills.

Where are we Now? (Story of how we are responding to how we did)

- Thinking and application skills continue to be the area of greatest need. Students need more opportunities and experiences to develop reasoning skills through math tasks that allow for the use of a variety of tools and models, and multiple ways to solve.
- All Grade 3 & 6 teachers will receive a copy of Nelson's *Math Pre-Assessment Resource* and in-class professional learning support to assess individual student gaps, so that next steps with respect to closing gaps in student learning needs are based on student data, are intentional, and, provide targeted opportunities for next steps on the learning continuum.
- Additionally, in-class professional learning support will include the use of Grand Erie District School Board's *Developing Operational Sense: A Guide for Educators Resource* to assist educators with learning how to: recognize student thinking and respond with appropriate strategies; use of a variety of tools and models; and, advance student mathematical thinking along the continuum of learning.
- In collaboration with our Kindergarten to Grade 8 Literacy/Math Consultants and Math Facilitators, in-class opportunities will be provided for Grade 3 & 6 teachers to co-plan, co-teach, and co-reflect to enhance educator pedagogical content knowledge and, individual student next steps.
- All new teachers in the New Teacher Induction Program (NTIP), will receive a copy of Marian Small's *Making Math Meaningful* and, professional learning support. In collaboration with Ed Tech, an additional day of professional learning; and, the opportunity to visit a numeracy demonstration classroom will also be provided.

Literacy -How did we do? (Measure of Success)





	Primary		Junior	
	ALL	Participating	ALL	Participating
Reading	62	65	71	74
Writing	55	58	70	73

Quantitative Reading Results for Participating Primary Students

- 65% of participating students achieved Level 3 or 4
- The percentage of students at Level 3 and 4 on the 2018-19 assessment in Reading decreased by 4%, from 69% in 2018
- The percentage of primary students scoring Level 2 on the 2019 assessment in Reading was 30% (26% in 2018; 28% in 2017))
- 95% of students are performing at a Level 2 or higher in Reading (95% in 2018)
- 23 out of 59 schools did see an improvement in Primary Reading scores since the 2018 EQAO Assessment, ranging from 1% to 50%
- The percentage of Grade 3 students achieving a Level 3 or 4 on the second term report card is 62% which is slightly below 65% of participating students

Primary Assessment of Reading Narrative Results

Strength:

- When presented with multiple choice questions that ask for explicitly stated information, students demonstrate they can read with fluency, infer and can make connections

Relative Strength:

- When presented with multiple choice questions that ask students to make connections, students demonstrate they understand how form and style of text helps communicate meaning

Need/ Weakness:

- In open response questions that ask students to make an inference or make a connection, reading for meaning and understanding how form and style of text helps communicate meaning is a weakness

Quantitative Reading Results for Participating Junior Students

- 74% of participating students achieved Level 3 or 4
- The percentage of participating students scoring Level 3 and 4 on the 2019 Reading assessment decreased by 3%
- The percentage of junior students scoring Level 2 on the 2019 assessment in Reading was 24% (21% in 2018; 24% in 2017; 22% in 2016))
- 98% of students are performing at a Level 2 or higher in Reading
- 25 out of 59 of our schools saw an improvement in Junior Reading scores from 2018 ranging from 1% to 53%
- The percentage of Grade 6 students achieving a Level 3 or 4 on the second term report card is lower than our EQAO results (66%)

Junior Assessment of Reading Narrative Results**Strength:**

- When presented with multiple choice questions that ask for explicitly stated information and, an inference, students demonstrate they can read for meaning.

Relative Strength:

- Students demonstrate they can read with fluency when presented with multiple choice questions that ask for explicitly stated information and, an inference.

Need/ Weakness:

- When presented with open response and multiple-choice questions that ask students to make connections, students struggle with reading for meaning.
- Additionally, when asked to answer open response and multiple-choice questions that are asking for an inference or a connection, students struggle with understanding how the form and style of text helps communicate meaning

Quantitative Writing Results for Participating Primary Students

- 58% of participating students achieved Level 3 or 4
- The percentage of students at Level 3 and 4 decreased by 6% from 64% in 2018 to 58% in 2019
- The percentage of primary students scoring Level 2 on the 2019 assessment in Writing was 39% (33% in 2018; 35% in 2017; 34% in 2016))
- 97% of students are performing at a Level 2 or higher in Writing (97% in 2018)
- 23 out of 59 schools showed improvement, ranging from 2% to 36%
- In writing, the percentage of Grade 3 students achieving a Level 3 or 4 on the second term report card is lower than the EQAO results in writing (54%)

Primary Assessment of Writing Narrative Results**Strength:**

- Students perform well on multiple choice questions that assess all three overall expectations; and, applying their knowledge of conventions when presented with multiple choice questions

Relative Strength:

- Students can apply their knowledge of conventions when presented with multiple choice or open response questions that assess conventions only.

Need/ Weakness:

- On short or long, open response questions, students struggle to develop and organize content and use their knowledge of form and style

Quantitative Writing Results for Participating Junior Students

- 73% of participating students achieved Level 3 or 4
- The percentage of students scoring Level 3 and 4 on the 2019 Writing assessment decreased by 2%, from 75% in 2018 (69% in 2017; 70% in 2016))
- The percentage of junior students scoring Level 2 on the 2019 assessment in Writing was 25% (26% in 2018; 29% in 2017; 28% in 2016))
- 98% of students are performing at a Level 2 or higher in Writing (99% in 2018)
- In the junior division, 27 of our schools showed improvement, ranging from 1% to 71%
- In writing, the percentage of Grade 6 students achieving a Level 3 or 4 on the second term report card is lower than EQAO results in writing (63%)

Junior Assessment of Writing Narrative Results

Strength:

- Students can develop and organize content when it is presented in multiple choice question format

Relative Strength:

- In open response format questions, students can apply their knowledge of language conventions

Need/ Weakness:

- On short or long, open response questions, students struggle to develop and organize content and, use their knowledge of form and style

Where are we Now? (Story of how we are responding to how we did)

- We are in year two of a multi-year literacy plan that began Kindergarten Educator teams. Two comprehensive literacy sessions are being offered to Grade 1 teachers this year which will offer support with new professional resources and guided reading resources.
- A half day training session in the Benchmark Assessment System continues to be annually offered. This year, Grade two teachers are the target audience.
- The Grand Erie District School Board Literacy Profile is currently being updated to reflect all areas of a comprehensive literacy program from Kindergarten to Grade 12. This is a joint project between Elementary Program and Student Success.
- All new teachers in the New Teacher Induction Program (NTIP), will receive a copy of Fountas and Pinnell's *Quick Guide to Literacy* and, professional learning support. In collaboration with Ed Tech department, an additional day of professional learning; and, the opportunity to visit a literacy demonstration classroom will also be provided.

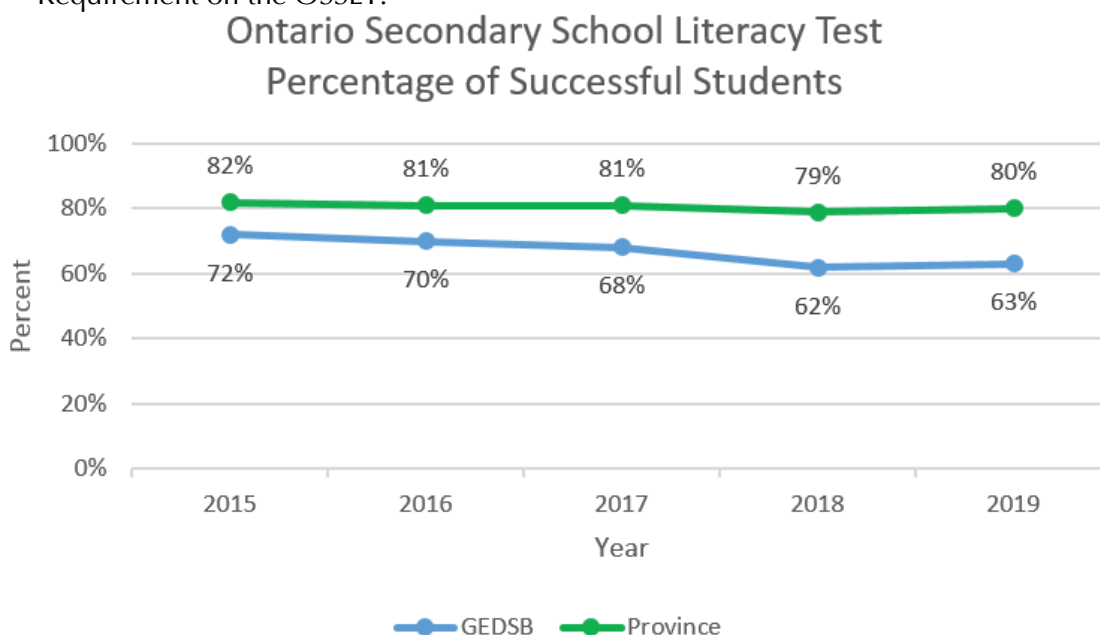
Student Success / Secondary Outcomes 2018-19

Literacy - How did we do?

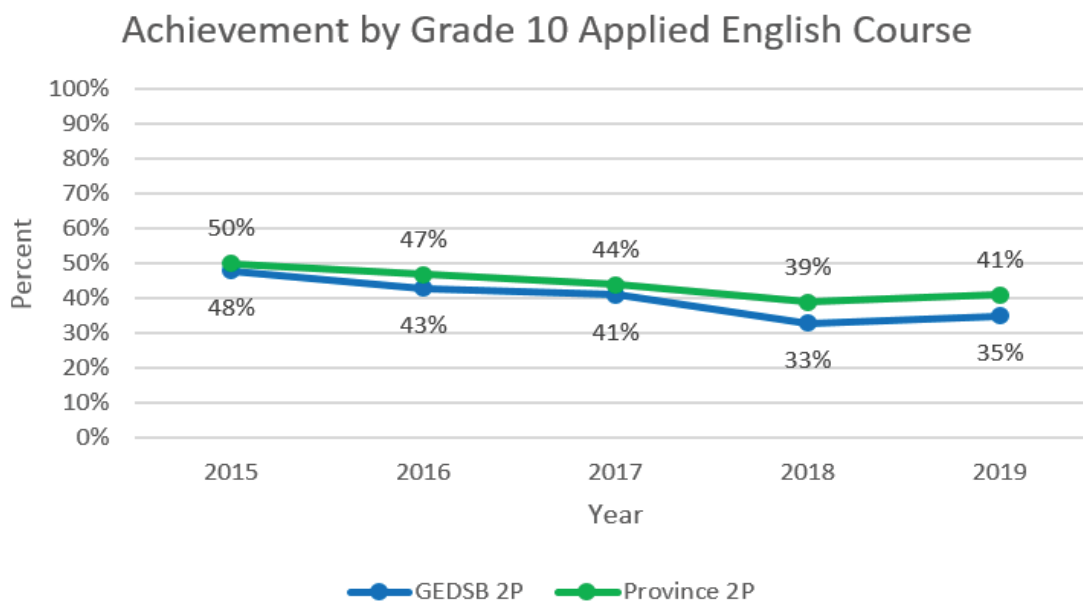
Percentage of students in Grade 10 Applied English achieving the Literacy Graduation Requirement on the Grade 10 OSSLT.

2019 EQAO Data

- 63% of fully participating First-Time Eligible writers achieved the Literacy Graduation Requirement on the OSSLT.



- 35% of fully participating First-Time Eligible writers in Grade 10 Applied English achieved the Literacy Graduation Requirement on the OSSLT.



Summary

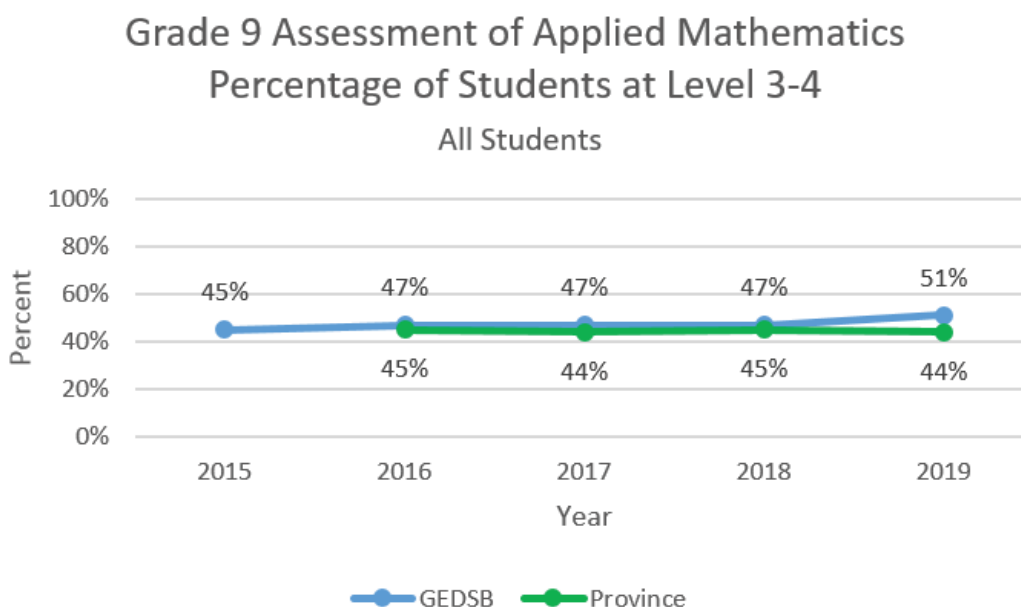
- The OSSLT results have increased by 1% (62% to 63%) for fully participating First-Time Eligible writers.
- Fully participating First-Time Eligible writers in Applied English achieving the Literacy Graduation Requirement on the OSSLT increased 2% from 33% to 35% which parallels the provincial results.
- Of the Grand Erie fully participating students enrolled in Academic English, 86% were successful.
- The Literacy Support Plan provided in-year data for teachers of students in the Applied and Locally Developed pathways. School teams examined and addressed the most urgent learning needs of students through moderated marking as related to the literacy competencies evaluated on the OSSLT. These competencies are found on the OSSLT and in Grade 9 and 10 Curricula; this data informs instruction and focuses on remediation.

Numeracy - How did we do?

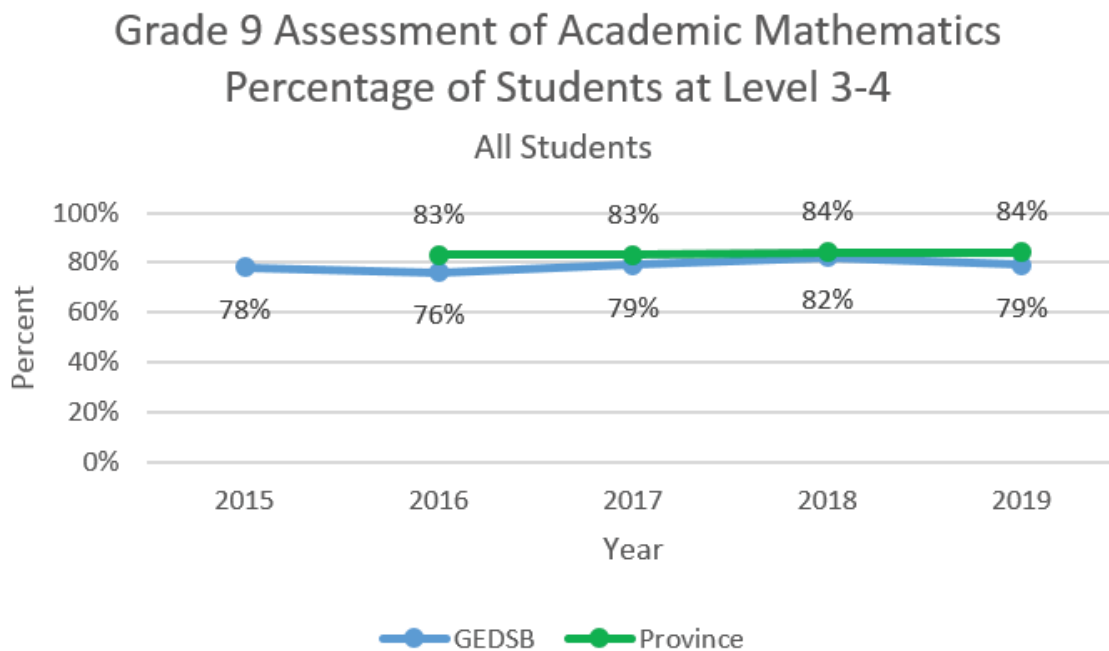
Percentage of students achieving Level 3 or 4 in EQAO's Grade 9 Assessment of Mathematics for participating students in the Applied and Academic Grade 9 course.

2018-19 EQAO Data

- 53% of participating students and 51% of all students in Applied Grade 9 mathematics achieved the provincial standard.



- 81% of participating students and 79% of all students in Academic Grade 9 mathematics achieved the provincial standard.



Summary

- The results for students in Grade 9 Applied mathematics have increased 4% from 47% to 51% and is 7% above the provincial results.
- The results for students in Grade 9 Academic mathematics have decreased 3% and the gap has widened to 5% below the provincial average.
- Four-year trend data for all students in the Applied pathway is consistently above the provincial average and is above the 50% threshold.
- Two system professional development sessions were held last year for all school mathematics learning teams with a focus on the three-act math lesson, math talks and utilizing non-permanent vertical surfaces.
- Two system sessions were held for administrators and school math coaches to support deeper learning and implementation of high yield instructional strategies.
- The Student Success Team supported individual schools through school-based learning team visits. The visits supported administrators and staff with identifying student needs and differentiating instruction.

Percentage of Grade 7 and 8 students achieving Level 3 or 4 in mathematics on report cards.

Grade 7:

- 65% achieved Level 3 or 4 in the Number Sense and Numeration curriculum strand
- 67% achieved Level 3 or 4 in the Patterning and Algebra curriculum strand

Grade 8:

- 68% achieved Level 3 or 4 in the Number Sense and Numeration curriculum strand
- 69% achieved Level 3 or 4 in the Patterning and Algebra curriculum strand

Summary

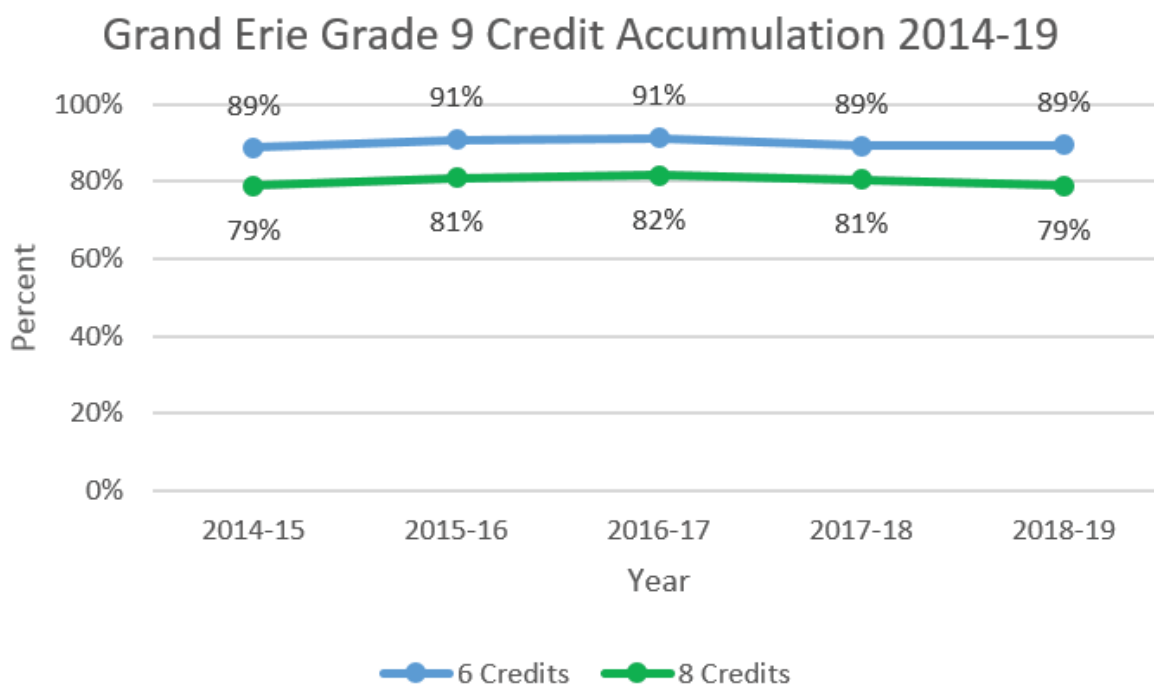
- The Grade 7 results decreased by 1% Number Sense and Numeration and 2% in Patterning and Algebra strands.
- The Grade 8 results remained the same for Number Sense and Numeration strand.
- The Grade 8 results increased by 3% for the Patterning and Algebra strand.
- As part of the Collaborative Inquiry Learning Model for Mathematics, focused in-services were provided for Grade 9 Applied mathematics coaches and a lead teacher from either Grade 7 or Grade 8, including Six Nations of the Grand River and Mississaugas of the Credit schools.

Credit Accumulation – How did we do?

Percentage of students achieving 8/8 and 6/8 credits by the end of Grade 9.

- 79% of students accumulated 8/8 credits in Grade 9, a decrease of 2% from last year.
- 89% of students accumulated 6/8 credits in Grade 9, which remained the same from last year.

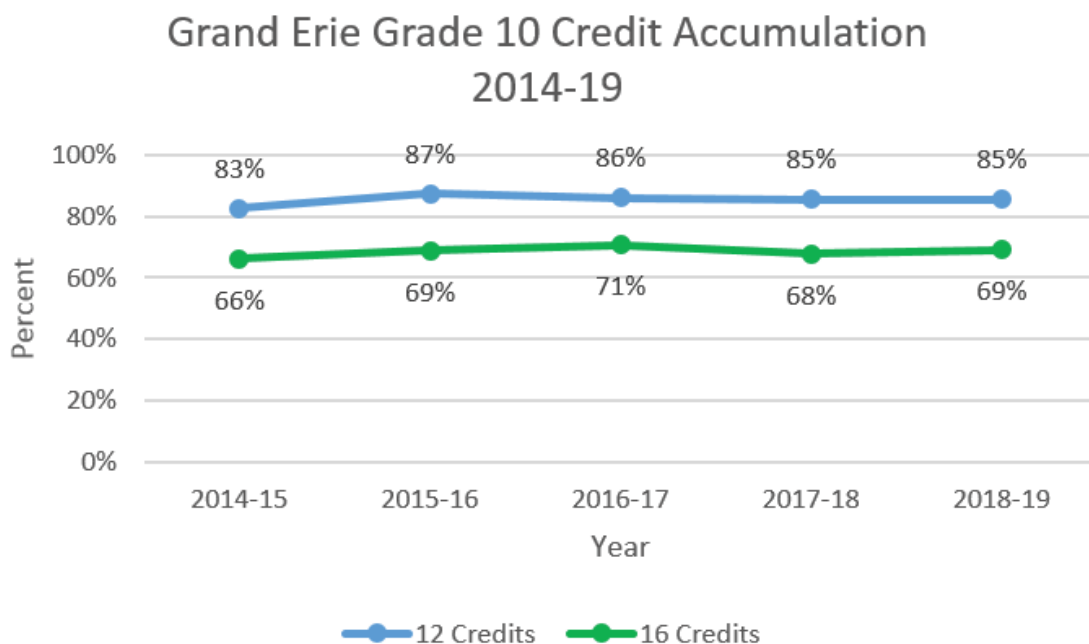
Graph comparing the percentage of students achieving 6/8 as compared to 8/8 credits by the end of Grade 9.



Percentage of students achieving 16/16 and 12/16 credits by the end of Grade 10.

- 69% of students accumulated 16/16 credits in Grade 10, an increase of 1% from last year.
- 85% of students accumulated 12/16 credits in Grade 10, which remained the same from last year.

Graph comparing the percentage of students achieving 12/16 and 16/16 credits by end of Grade 10.



Where are we Now?

Secondary

1. The Intermediate Transition Plan continues to provide proactive and preventative supports for students as they transition from Grade 8 to 9, preparing them for success as they enter secondary school. Results from the implementation of this plan will continue to be monitored in order to meet the needs of intermediate students.
2. The Transition Itinerant teachers focus on career and life planning and integrating the transition supports and process. They are connecting and working closely with teachers from Grades 7-9 to continue to support a successful student transition process.
3. The year, secondary schools have received one staffing section to support transitions. The individual will work directly with the itinerant teachers as part of the Grade 8-9 process.
4. The Secondary Math Facilitator will strengthen the math teaching in the identified schools and foster learning environments that lead to improved student performance. The Secondary Math Facilitator will communicate regularly and share school needs, challenges and successes with the Board Math Learning Lead.
5. A new cross-curricular literacy pre-assessment was administered in all secondary schools in the first month. The pre-assessment is skill-based and is intended to provide classroom teachers with information about their students' literacy skills and needs. The Student Success team will support all secondary schools in response to the results of the pre-assessment outcomes.
6. Cross-panel supports will be provided to all elementary and secondary schools with a focus on literacy and numeracy skills.
7. Grand Erie continues to support staff with differentiating instruction and triangulating assessments to measure and meet the learning needs to ensure Success for Every Student.
8. The credit recovery program in day school and summer school continues to support options for students who are not meeting with academic success and will ensure that students are on track as they progress through their secondary school years.

Special Education (Elementary and Secondary) – Outcomes 2018-19

How did we do?

In the 2018-19 school year, the special education team highlighted for school administrators at the elementary and secondary levels the importance of following a strategic and needs-based pathway to modifications for our students. This meant administrators were asked to ensure that their staff members understood differentiated instruction and assessment and accommodations in the environment and student program. Administrators were also tasked with monitoring classroom strategies to ensure that teachers were planning for the full participation of all students. High expectations for learning and achievement of all students was supported by focusing on the implementation of tiered supports before moving to modifying the grade level curriculum. All school administrators were guided through learning about the contents of the Ontario Human Rights Commission's Policy on Accessible Education for Students with Disabilities which provided the context for understanding the importance of creating classrooms and schools based on Universal Design principles. Resources such as online "canned" Professional Development modules prepared by central staff for Learning Resource Teachers to use in schools and the regular publications, Spotlight on Special Education – Tiered Approach, issued by the System Learning Resource Teacher for Learning Disabilities as well as professional support staff, and the Differentiation Newsletter, issued by the Itinerant Learning Resource Teacher for Differentiation provided staff members with opportunities for self-directed learning or materials to use during school-based professional learning times. Administrators reported that they knew teachers were differentiating but struggled to monitor the implementation of differentiated strategies.

In elementary, early literacy interventions continued to be reviewed board-wide and a pilot implementation of Lexia took place in Grade 2 classrooms in 13 schools and in self-contained classrooms in 6 schools. For the majority of students participating in either reading intervention, an increase in reading levels took place.

Other initiatives undertaken during the 2018-19 school year in the special education department were the development of the Alternative Program Guide and the Autism Spectrum Disorder Framework – Putting the Pieces Together, securing the updated Canadian Cognitive Abilities Test, Version 7 with the aim to use the data gathered from this screening tool to support all students, and the review and upgrade of the Special Equipment Amount computer device to include a touch screen so that students can use their assistive technology more fulsomely in mathematics.

Where are we Now?

Special Education

The goals of the special education team were ambitious in 2018-19 and in essence, the work throughout last school year resulted in a methodical and precise framework which will be implemented in the 2019-20 school year.

1. There will be a focus on fulsome implementation of Tier 1, in-classroom or close-to-the classroom strategies and supports
2. Elementary Learning Resource Teachers will participate in intensive professional learning to build their capacity to support classroom teachers to meet the needs of students with exceptionalities in the classroom. Secondary Learning Resource Teachers will participate based on their interest and availability.
3. The classroom teachers will design and implement the student's program with the support of the Learning Resource Teacher, in the classroom.
4. Establishment of clear expectations regarding In-School Team and Resource Team processes.

5. Dedicated multi-disciplinary teams in schools to attend Resource Team meetings.
6. Shifts in System and Professional Support Staff roles to align with the renewed focus of Tier 1, in-classroom or close-to-the-classrooms supports and strategies.
7. Continued focus on role of Educational Assistant as a resource that adds value to teacher programming goals for independence for students, how is the EA adding value to teacher programming
8. A continued focus on more targeted methods to monitor outcomes for students with special education needs that cannot be measured through traditional academic assessments will be a focus for the 2019-20 school year.

Grand Erie Multi-Year Plan

This report supports the achievement indicator of Success for Every Student and the following statements: we will set high expectations for our students and staff; and we will monitor, measure and reflect on our outcomes.

Respectfully submitted,

Linda De Vos, Superintendent of Education
Denise Martins, Superintendent of Education
Liana Thompson, Superintendent of Education

