



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: **2017-18 Grand Erie's Student Achievement Plan Outcomes**

DATE: October 15, 2018

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the 2017-18 Grand Erie's Student Achievement Plan Outcomes Report as information.</p>
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Background

The 2017-18 Grand Erie Student Achievement Plan was presented at the October 30, 2017 Board Meeting. On March 26, 2018 a mid-year update was shared based on monitoring and the evidence of impact to date.

In mid-September 2018, 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

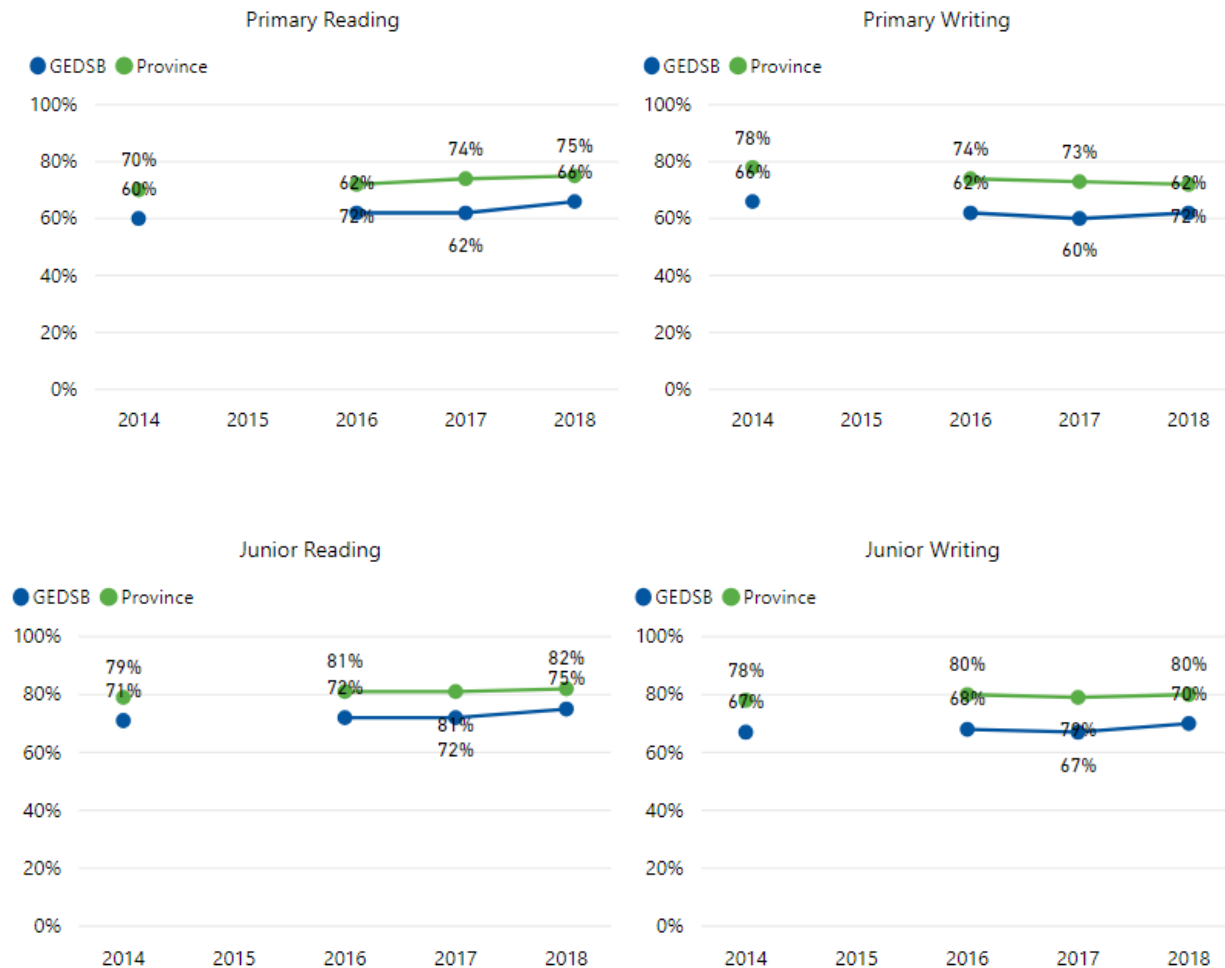
The 2017-18 Theory of Change outlined in the Grand Erie Student Achievement Plan is the foundation for which the implementation and actions with respect to the outcomes were attained.

Elementary Outcomes 2017-18

Language: What did we do?

- Annual training for teachers continued to be offered in appropriate use of literacy assessment resources and responsive differentiated instructional strategies. One hundred and twenty-three teachers who were new to division attended
- 42 of 59 schools offered Levelled Literacy Intervention with 29 new Learning Resource Teachers attending two-day training sessions resulting in 66% of students moving up three or more reading levels
- 58 of 59 elementary schools offer Strong Start Programs
- Comprehensive Literacy Program support was offered to five Kindergarten/Grade One teachers in the form of professional learning sessions and literacy resources
- ESL itinerant teachers continued to support English as a Second Language Learners (ELLs) and their classroom teachers with instructional strategies
- Comprehensive Literacy in French Immersion professional learning was offered to 20 French Immersion teachers
- Social Studies resources were provided in both English and French, to all elementary schools to support a cross curricular reading approach in the Comprehensive Literacy block
- In the Mathematics block, educators focusing on the language in math problems to additionally enhance literacy skills

How did we do?



	Primary		Junior	
	ALL	Participating	ALL	Participating
Reading	66	69	75	77
Writing	62	64	70	73

Quantitative Results for Participating Students

Primary Reading

- 69% of participating students achieved Level 3 or 4
- The percentage of students at Level 3 and 4 on the 2017-18 assessment in Reading increased by 5%, from 64% in 2017, exceeding the provincial increase of 1% by 4%
- The percentage of primary students scoring Level 2 on the 2018 assessment in Reading was 26% (28% in 2017)
- 95% of students are performing at a Level 2 or higher in Reading (92% in 2017)
- 27 out of 59 schools did see an improvement in Primary Reading scores since the 2017 EQAO Assessment, ranging from 6% to 41%
- The percentage of Grade 3 students achieving a Level 3 or 4 on the second term report card is 64% which is slightly below 69% of participating students

Junior Reading

- 77% of participating students achieved Level 3 or 4
- The percentage of participating students scoring Level 3 and 4 on the 2018 Reading assessment increased by 3%
- The percentage of junior students scoring Level 2 on the 2018 assessment in Reading was 21% (24% in 2017; 22% in 2016)
- 98% of students are performing at a Level 2 or higher in Reading
- Over the past five years, our Junior Reading results have improved 4%
- 36 out of 59 of our schools saw an improvement in Junior Reading scores from 2017 ranging from 1% to 29%
- The percentage of Grade 6 students achieving a Level 3 or 4 on the second term report card is lower than our EQAO results (68%)
- At the junior level, 98% of students are performing at a Level 2 or higher in Reading

Primary Writing

- 64% of participating students achieved Level 3 or 4
- The percentage of students at Level 3 and 4 increased by 3% from 61% in 2017 to 64% in 2018
- Our result in Primary Writing exceeds the provincial decrease
- The percentage of primary students scoring Level 2 on the 2018 assessment in Writing was 33% (35% in 2017; 34% in 2016)
- 97% of students are performing at a Level 2 or higher in Writing (96% in 2017)
- 28 out of 59 schools showed improvement, ranging from 1% to 44%
- 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 (57%)

Junior Writing

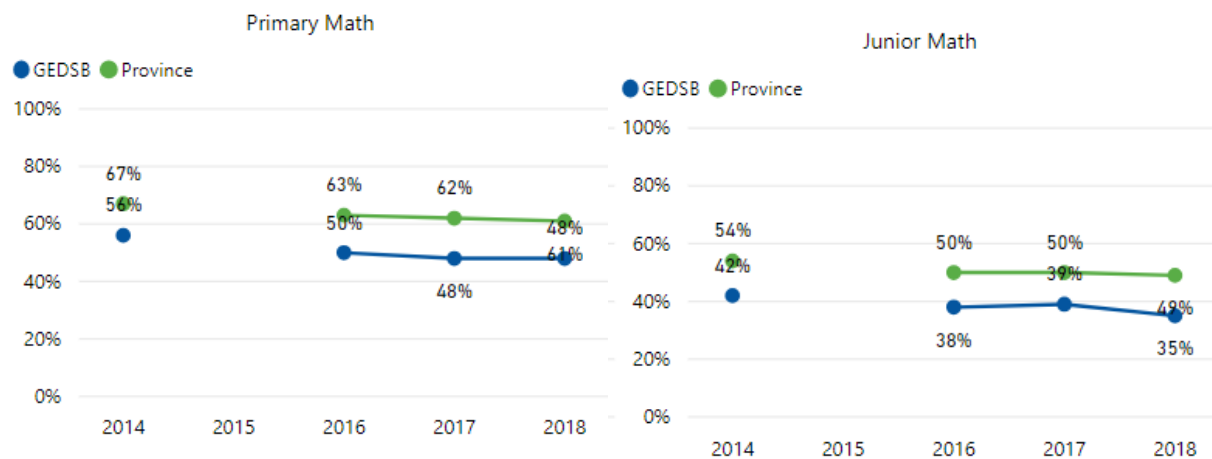
- 75% of participating students achieved Level 3 or 4
- The percentage of students scoring Level 3 and 4 on the 2018 Writing assessment increased by 4%, from 69% in 2017 (70% in 2016)
- The percentage of junior students scoring Level 2 on the 2018 assessment in Writing was 26% (29% in 2017; 28% in 2016)
- 99% of students are performing at a Level 2 or higher in Writing (98% in 2017)
- In the junior division, 32 of our schools showed improvement, ranging from 1% to 34%
- 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 (61%)

Mathematics: What did we do?

- Professional learning sessions that focused on math content (concepts of quantity); pedagogical practices (assessment for learning); and, Learning for All (differentiation) were offered in a tiered, differentiated model to all elementary schools
- In the 18 Intensive Support Schools, (221) Kindergarten to Grade 8 educators, and the Learning Resource Teacher (LRT) received four full days of professional learning each, as well as support from the Consultants and Instructional Coaches
- In the 17 Increased Support Schools, (79) junior teachers received five days of professional learning
- In the remaining 24 schools, each school was given 6 full days of release to attend full day workshops. Of the 24 workshops that were offered, 246 educators selected and attended only those that were the most relevant to their School Achievement Plans.

- Lead Teachers from 57 elementary schools received three days of professional learning
- A French Immersion Lead Teacher from the single and dual track schools received three days of professional learning support
- Eighteen core French educators received a full day of financial literacy training
- Twenty French Immersion educators participated in a full day of math talks and math centers.
- Mathematics professional resources were purchased for the “all” schools and new junior educators in Intensive or Increased schools received resources that were previously purchased.
- Manipulative tubs were purchased for every Kindergarten classroom
- At every Family of Schools Meeting, Principals received Leadership for Learning professional learning with respect to mathematics and school achievement plan writing, monitoring and measuring.

How did we do?



	Primary		Junior	
	ALL	Participating	ALL	Participating
Mathematics	48	50	35	37

Quantitative Results for Participating Students

Primary Mathematics

- 50% of participating students achieved Level 3 or 4
- The percentage of students at Level 3 and 4 increased from 49% in 2017 to 50% in 2018
- The percentage of primary students scoring level 2 on the 2018 assessment in Mathematics was 39% (40% in 2017; 39% in 2016)
- 89% of students are performing at a Level 2 or higher in Mathematics
- Our result in Primary Mathematics remained constant, while the province decreased by 1%
- In Primary Math, 27 of 59 of our schools improved ranging from 1% to 37%
- A significant gap between report card data and EQAO results continues in Mathematics

Junior Mathematics

- 37% of participating students achieved Level 3 or 4
- The percentage of students scoring Level 3 and 4 was a 3% increase from the 2017 results
- The percentage of junior students scoring Level 2 on the 2018 assessment in Mathematics was 37% (36% in 2017; 38% in 2016)

- 74% of students are performing at a Level 2 or higher in Mathematics
- Provincial EQAO results in math continue to be a concern and the Ministry of Education's Math Strategy will continue to be the focus provincially and locally
- 24 out of 59 schools showed improvement, ranging from 1% to 37%
- A significant gap between report card data and EQAO results continues in Mathematics

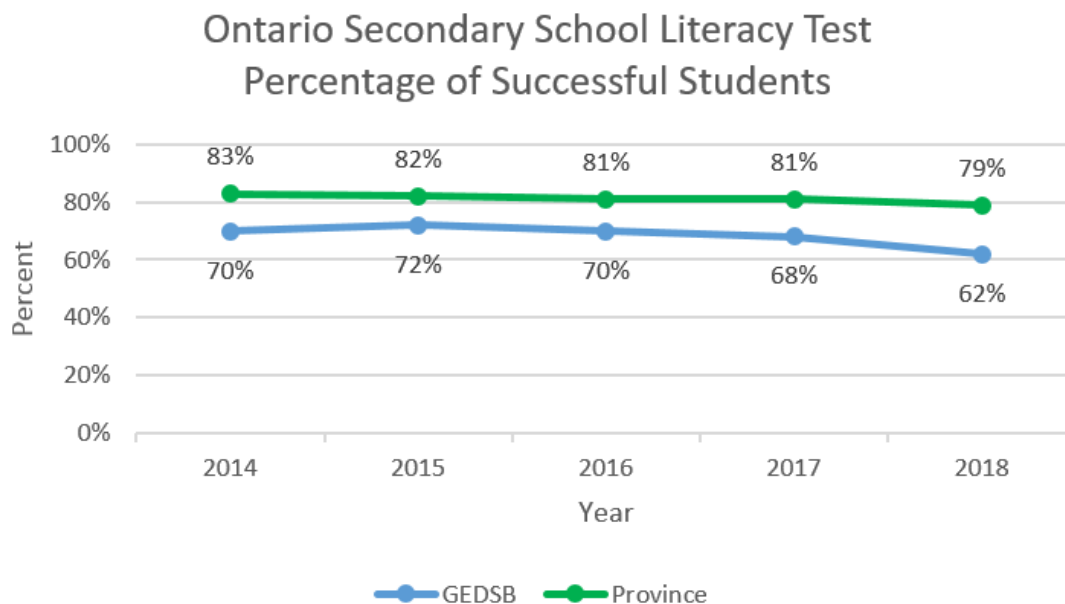
Student Success / Secondary Outcomes

Literacy - How did we do?

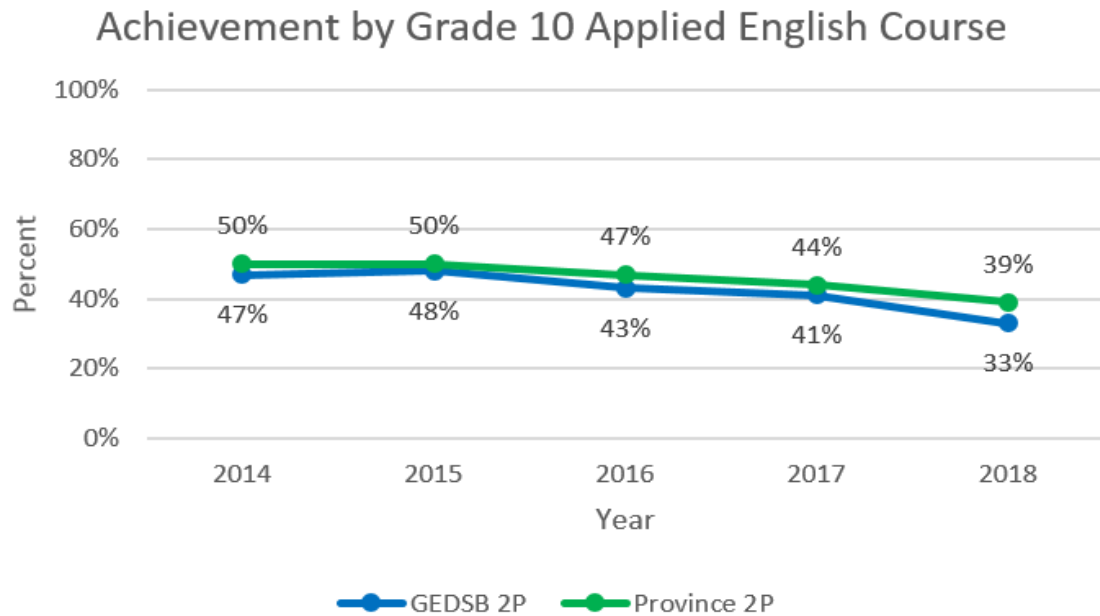
Percentage of students in Grade 10 Applied English achieving the Literacy Graduation Requirement on the Grade 10 OSSLT.

2018 EQAO Data

- 62% of fully participating First-Time Eligible writers achieved the Literacy Graduation Requirement on the OSSLT.



- 33% 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 decreased by 6% (68% to 62%) for fully participating First-Time Eligible writers.
- Fully participating First-Time Eligible writers in Applied English achieving the Literacy Graduation Requirement on the OSSLT have decreased over the last four years, which parallels the provincial results decrease over the last four years.
- Of the Grand Erie fully participating students enrolled in Academic English, 84% were successful.
- Students with learning disabilities are experiencing improved outcomes in achieving the Literacy Graduation Requirement on the OSSLT while participating for the first time.
- 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?

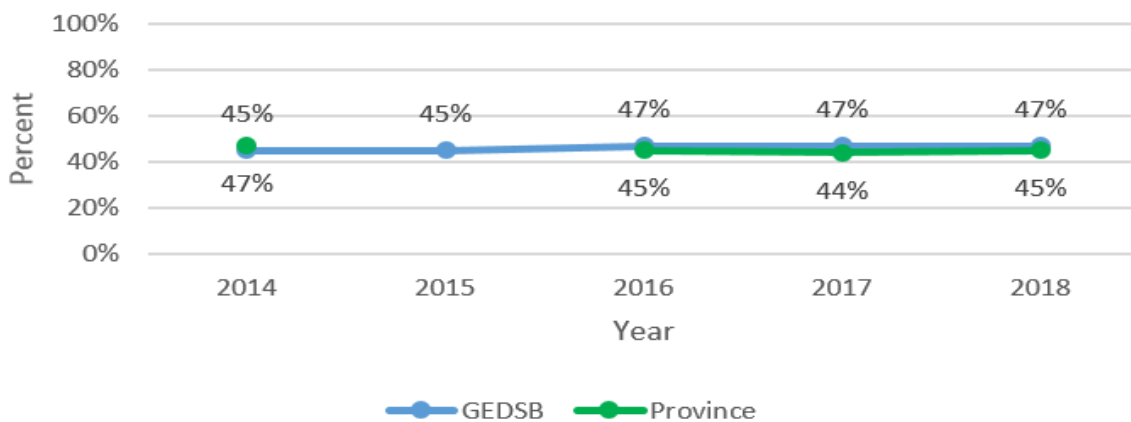
Percentage of students achieving Level 3 or 4 in EQAO's Grade 9 Assessment of Mathematics for students in the Applied Grade 9 mathematics and students in the Academic Grade 9 mathematics.

2018 EQAO Data

- 49% of fully participating students and 47% of all students in Applied Grade 9 mathematics achieved the provincial standard.

Grade 9 Assessment of Applied Mathematics Percentage of Students at Level 3-4

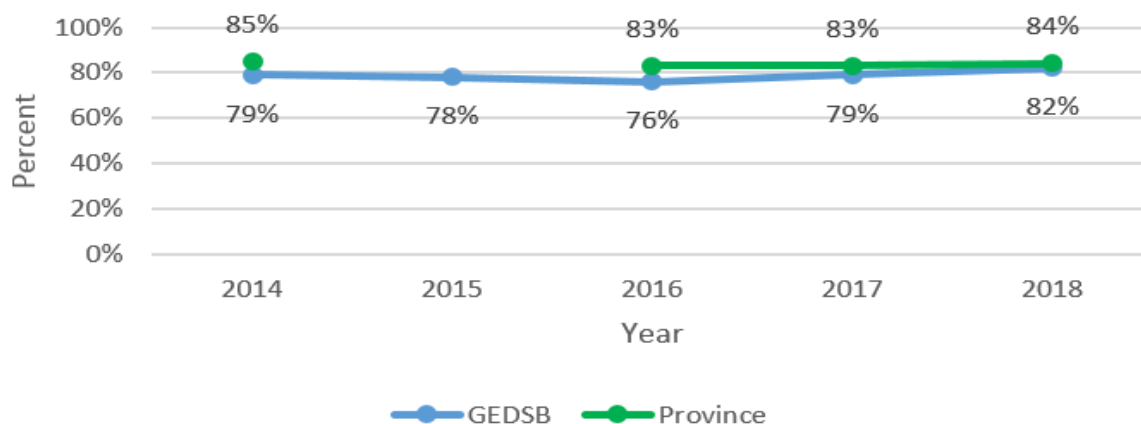
All Students



- 83% of fully participating students and 82% of all students in Academic Grade 9 mathematics achieved the provincial standard.

Grade 9 Assessment of Academic Mathematics Percentage of Students at Level 3-4

All Students



Summary

- The results for students in Grade 9 Applied mathematics have remained consistent for the past three years, and remains above the provincial results by 2%.
- The results for students in Grade 9 Academic mathematics have increased 3% and are within 2% of the provincial average.
- Since 2016, there has been an increase of 6% for all students in Grade 9 Academic mathematics.
- Three-year trend data for all students in the Applied pathway are consistently above the provincial average.
- The percentage of students with learning disabilities achieving Level 3 or 4 in EQAO's Grade 9 Assessment of Mathematics for students in the Applied Grade 9 mathematics show improved outcomes. EQAO results for students with learning disabilities in the Academic Grade 9 mathematics stream have stayed the same as last year.
- Two system professional development sessions are scheduled for secondary schools through the Achieving Excellence in Applied Courses focusing on Mathematics Achievement. This is further supported by the Student Success Team through school-based learning team visits.
- Mathematics Coaches and the Administrator Network will meet twice a year to support deeper learning and implementation of effective instruction.

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

- Grade 7:
 - 70% achieved Level 3 or 4 in the Data Management and Probability curriculum strand
 - 68% achieved Level 3 or 4 in the Geometry and Spatial Sense curriculum strand
 - 65% achieved Level 3 or 4 in the Measurement curriculum strand
 - 66% 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
- Grade 8:
 - 74% achieved Level 3 or 4 in the Data Management and Probability curriculum strand
 - 71% achieved Level 3 or 4 in the Geometry and Spatial Sense curriculum strand
 - 67% achieved Level 3 or 4 in the Measurement curriculum strand
 - 68% achieved Level 3 or 4 in the Number Sense and Numeration curriculum strand
 - 66% achieved Level 3 or 4 in the Patterning and Algebra curriculum strand

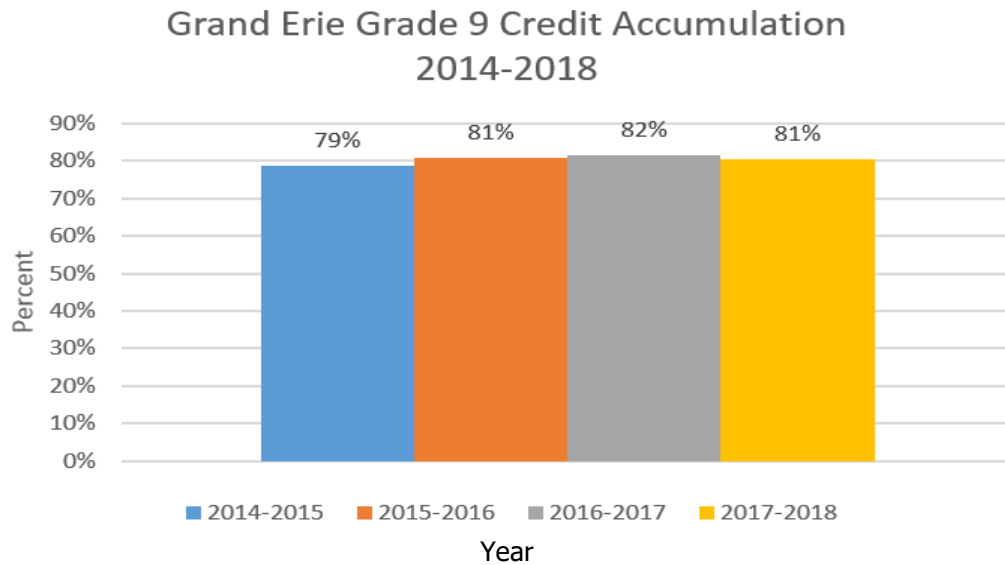
Summary

- The Grade 7 results remained the same for the Data Management and Probability, Measurement and Patterning and Algebra strands.
- The Grade 7 results decreased by 6% in Geometry and Spatial Sense and decreased by 2% in Number Sense and Numeration.
- The Grade 8 results increased by 2% for Data Management and Probability, 3% for Geometry and Spatial Sense and 1% for Number Sense and Numeration.
- The Grade 8 results decreased by 2% for Measurement and 3% for Patterning and Algebra.
- As part of the Collaborative Inquiry Learning Model for Mathematics, focused in-services will continue to be provided for Grade 9 Applied mathematics coaches and a lead teacher from either Grade 7 or Grade 8, including Six Nations and New Credit schools.

Credit Accumulation – How did we do?

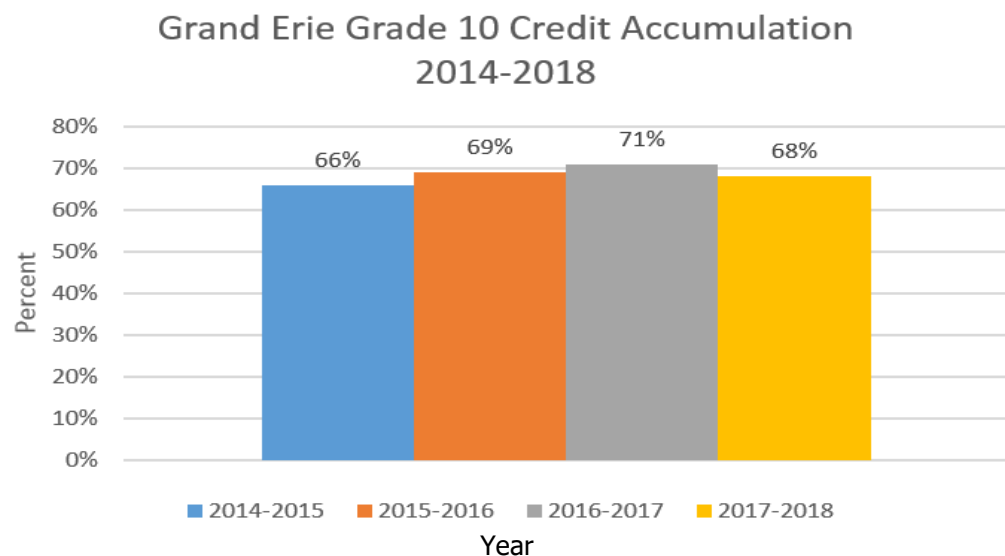
Percentage of students achieving 8/8 credits by the end of Grade 9.

- 81% of students accumulated 8/8 credits in Grade 9.
- The percentage of students with special education needs (excluding Gifted) achieving 8/8 credits by the end of Grade 9 has decreased slightly.



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

- 68% of students accumulated 16/16 credits in Grade 10.
- The percentage of students with special education needs (excluding Gifted) achieving 16/16 credits by the end of Grade 10 has decreased slightly.



Next Steps

Elementary

1. In addition to annual training in literacy assessment resources, Comprehensive Literacy professional learning sessions are being offered to Kindergarten educator teams and French teachers.
2. Mathematics in the junior division remains Grand Erie's greatest area of need. As a result, all focused, differentiated and tiered professional, collaborative learning will be provided for junior educators in 2018-19 to build capacity in content, pedagogy and assessment.
3. All professional learning sessions in mathematics will continue to build on the pedagogical content learning already started in Number Sense and Numeration with Quantity Relationships, and extend further into Operational Sense.
4. Lead teachers, in addition to continuing to learn about content, pedagogy and assessment, will explore and implement a junior gap closing resource that has been purchased for all elementary schools.
5. As part of the provincial Math Strategy, and greatest area of need in Grand Erie District School Board, all school achievement plans will continue to focus on the most urgent student and educator learning need in mathematics.

Secondary

1. The Intermediate Transition Plan provides 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 be monitored in order to meet the needs of intermediate students.
2. The Transition Itinerant teachers have joined the Student Success team with a focus on career and life planning, integrating transition supports and promoting experiential learning to explore future educational pathways. They are connecting and working closely with teachers from Grades 7-9 to support a successful student transition process.
3. Grand Erie's Re-Engagement and Indigenous Engagement and Support staff are pro-actively working with schools to identify and support at-risk students in completing all requirements for graduation.
4. Grand Erie continues to support staff with triangulating assessments to measure and meet the learning needs to ensure Success for Every Student.
5. The revitalization of the credit recovery program in day school and summer school supports options for students who are not meeting with academic success and will help ensure that students are on track as they progress through their secondary school years.

Special Education (Elementary and Secondary)

1. Special Education supports, services and resources will be provided to students when required.
2. There will be a continued focus on the pathway to modifications at the elementary level. This means that educators will be required to employ differentiated instruction and assessment, and accommodations wherever appropriate at grade level. The expectation will be that tiered supports will be accessed before moving to modifying the grade level curriculum.
3. A culture of high expectations for learning for students with learning disabilities will be emphasized.
4. In elementary, early literacy interventions continue to be reviewed board-wide and a pilot implementation of Lexia will take place in Grade 2 classrooms in 13 schools and in self-contained classrooms in 6 schools.

5. Learning conversations at school will go deeper with questions that directly focus on the needs of and the supports required for students with learning disabilities in mathematics.
6. A 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 2018-19 school year.

Grand Erie Multi-Year Plan

This report supports the Achievement indicator of Success for Every Student and the following statement: "We will set high expectations for our students and staff. 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