



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: JoAnna Roberto, Director of Education & Secretary

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

RE: **2019-20 Grand Erie Student Achievement Plan Outcomes**

DATE: October 26, 2020

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<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the 2019-20 Board Improvement Plan for Student Achievement Outcomes as information.</p>
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### Background

The 2019-20 Grand Erie Student Achievement Plan was presented at the October 28, 2019 Board Meeting. On March 30, 2020 a mid-year update was shared based on monitoring and the evidence of impact to date.

As EQAO assessments were not administered during the 2019-20 school year, no results are available to include in this report.

## Elementary Outcomes 2019-20

### Mathematics-How did we do? (Measure of Success)

#### Quantitative Results for Primary and Junior Students

- The EQAO Assessment of Mathematics Primary Division (Grades 1-3) and the EQAO Assessment of Mathematics Junior Division (Grades 4-6) was not administered.
- During the period from March 16 – June 25, primary students received a total of five hours per week of Literacy and Mathematics
- During the period from March 16 – June 25, students received a total of five hours per week of Literacy, Mathematics, Science and Social Studies
- In determining final grades and marks for the final report card, teachers were instructed to use the evaluation information gathered before March 13<sup>th</sup>. When in the best interest of students, teachers were encouraged to include evidence of learning completed during the school closure period in their determination of final grades.
- Many Term 2 report cards indicate an increase in insufficient information. Although this accurately reflects what happened, the report card marks do not accurately reflect achievement or learning

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

- A variety of live professional learning, both virtually and in-person with enhanced safety protocols will be provided to meet educator learning needs with respect to the *Ontario Mathematics Curriculum, 2020*; digital math resources (Knowledgehook and Zorbits); and resources such as *Leaps & Bounds for Grade 1 & 2*; *Number Talks*; and *What to Look For*

- All sessions will be posted in the Virtual Learning Environment so they can be accessed later during a time that is convenient.
- A variety of workshops choices have also been created for Virtual Academy staff from how to get started in Brightspace and go deeper; and key considerations when planning and implementing virtual learning, synchronous and asynchronous
- Administrators will also be immersed in learning about the Ontario Mathematics Curriculum, 2020. Virtual support will be available in advance of their staff meetings. They will also continue to meet virtually once a month to continue to learn about Leading the Math Agenda.
- Elementary Program Staff is holding virtual Office Hours, where educators can “drop by” to ask more specific questions about virtual learning, and network with other educators in the same division.

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

#### Quantitative Reading Results and Writing for Primary and Junior Students

- The EQAO Assessments of Reading and Writing Primary Division (Grades 1-3) were not administered.
- The EQAO Assessments of Reading and Writing Junior Division (Grades 4-6) were not administered
- During the period from March 16 – June 25, primary students received a total of five hours per week of Literacy and Mathematics
- During the period from March 16 – June 25, junior students received a total of five hours per week of Literacy, Mathematics, Science and Social Studies
- In determining final grades and marks for the final report card, teachers were instructed to use the evaluation information gathered before March 13<sup>th</sup>. When in the best interest of students, teachers were encouraged to include evidence of learning completed during the school closure period in their determination of final grades.
- Many Term 2 report cards indicate an increase in insufficient information. Although this accurately reflects what happened, the report card marks do not accurately reflect achievement or learning

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

- A variety of live professional learning, both virtually and in-person with enhanced safety protocols will be provided to meet educator learning needs with respect to the Benchmark Assessment System (BAS) for Primary and Junior students and digital literacy resources (*Literacy Pro* and Je Lis, Je Lis Licenses)
- All sessions will be posted in the Virtual Learning Environment so they can be accessed later during a time that is convenient.
- A variety of workshops choices have also been created for Virtual Academy staff from how to get started in Brightspace and go deeper; and key considerations when planning and implementing virtual learning, synchronous and asynchronous
- Elementary Program Staff is holding virtual Office Hours, where educators can “drop by” to ask more specific questions about virtual learning, and network with other educators in the same division.
- New English and French digital literacy resources are being offered to the system
  - o *Literacy Pro* licenses recommended for Kindergarten – Grade 5. *Literacy Pro* is digital tool for both staff and student use that is Canadian with culturally responsive and some Indigenous perspectives. It is source of eBooks for teachers to use as part of their comprehensive literacy program. Teachers can use the eBooks for read aloud and shared

- reading. Further, teachers can assign eBooks to students for both guided and independent reading. Students can record their reading and send the audio recordings to their teacher. It also allows for direct messaging between the student and teacher to encourage conversations.
- o *Je Lis, Je Lis* licenses, recommended for Kindergarten – Grade 4. *Je Lis, Je Lis* is digital tool for both staff and student use. It is source of eBooks for teachers to use as part of their comprehensive literacy program.

## **Student Success/Secondary Outcomes 2019-20**

### **Literacy - How did we do?**

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

##### 2019-20 EQAO Data

- The 2019-20 Ontario Secondary School Literacy Test was not administered due to COVID-19 school closures.

### **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.**

##### 2019-20 EQAO Data

- The EQAO Assessment of Mathematics was not administered.

### **Summary**

- One half-day professional learning session was held for all secondary schools with a focus on responding to student need, student engagement, and documenting assessment. Educators explored the use of three-act math lessons, using vertical non-permanent surfaces and documenting observations and conversations with students for assessment purposes. Educators were also introduced to a developmental continuum showing how students' mathematical thinking progresses over time to support decision making in best next instructional steps for students. Intensive schools stayed for a full day of learning, digging deeper into the progression and looking at specific thinking strategies and models and tools students use and how to support their further development. Administrators, coaches and MFM1P educators were part of this session.
- The Student Success Team, including the new Secondary Math facilitator supported individual schools through school-based learning team visits where possible. The visits supported administrators and staff to continue the learning from the Professional Learning session and support its implementation in the classroom.
- A second professional learning session was planned for the same participants but was not implemented due to school closures.

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

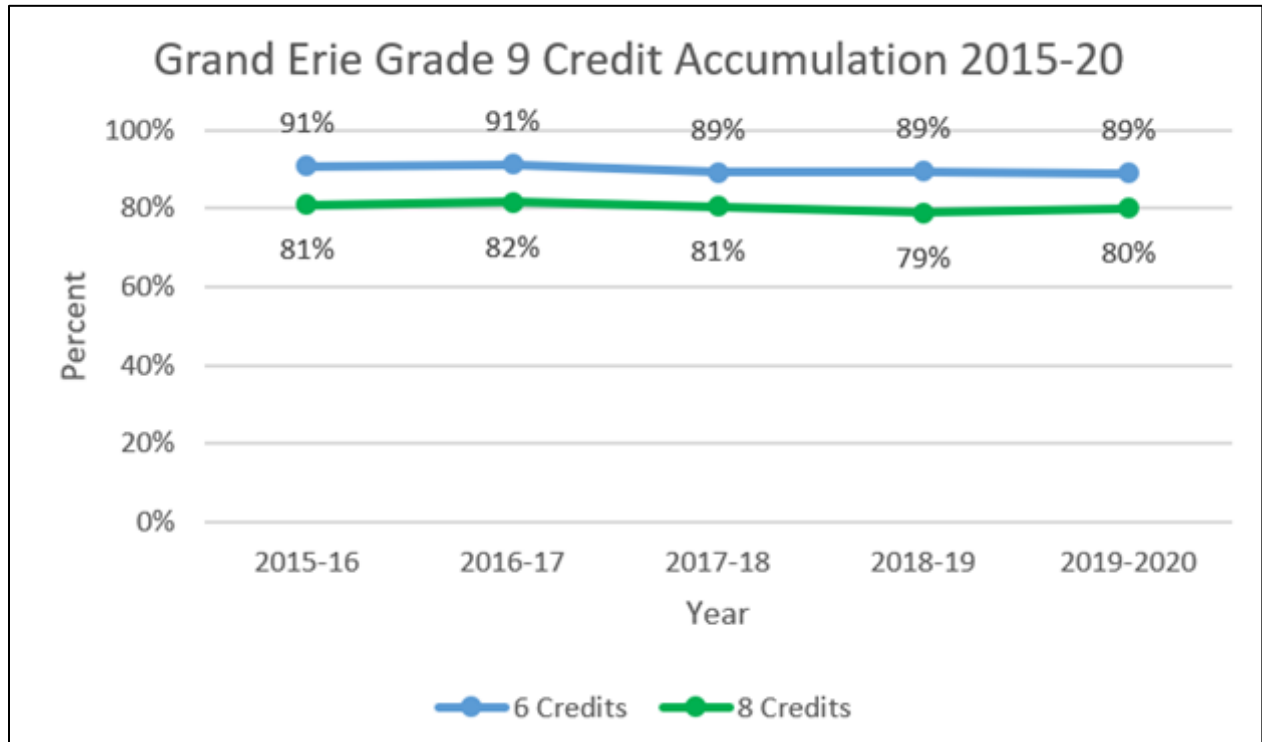
Due to COVID-19 school closures, reporting data cannot be accurately calculated.

Credit Accumulation – How did we do?

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

- 80% of students accumulated 8/8 credits in Grade 9, an increase of 1% from last year.
- 89% of students accumulated 6/8 credits in Grade 9, which remained the same from last year.

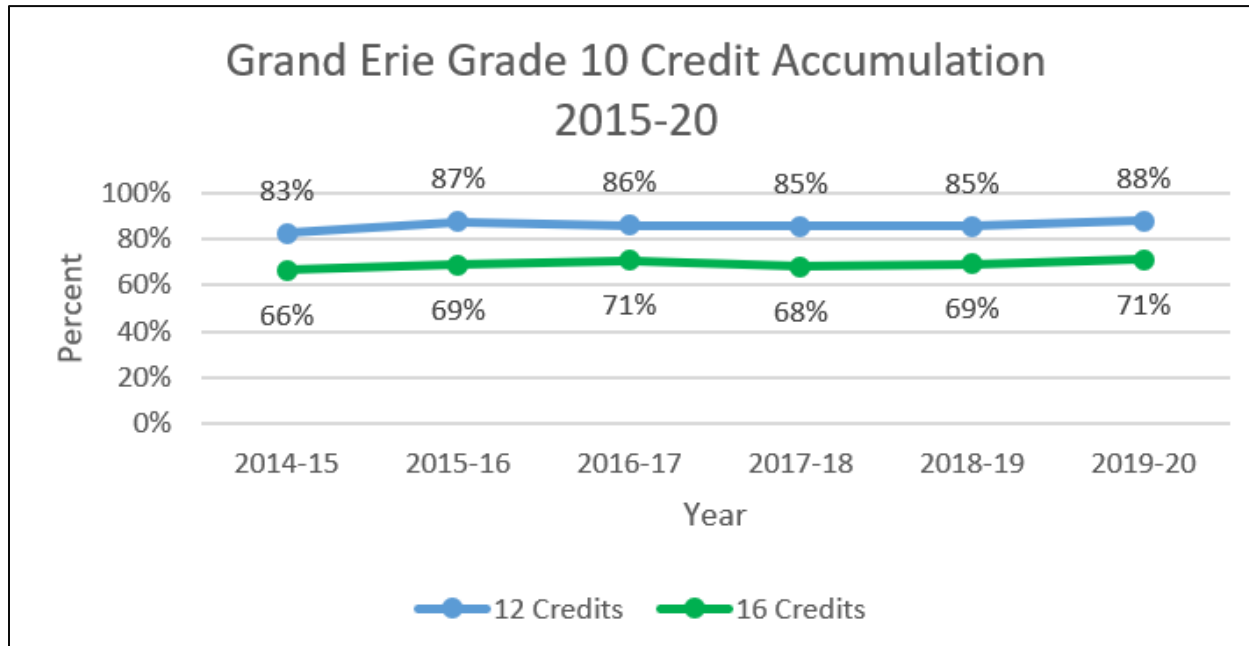
Graph comparing the percentage of students achieving 6/8 as compared to 8/8 credits by the end of Grade 9.



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

- 71% of students accumulated 16/16 credits in Grade 10, an increase of 2% from last year.
- 88% of students accumulated 12/16 credits in Grade 10, an increase of 3% from last year.

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



**Secondary – Where are we Now?**

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. Amendments and differentiated strategies will be used in the upcoming year to ensure appropriate supports are available through other avenues. Results from the implementation of this plan will continue to be monitored in order to meet the needs of intermediate students.
2. 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.
3. Plans continue to be made to support secondary schools with both their numeracy and literacy needs. Professional Learning Environments (PLE’s) and virtual after-school sessions will support teachers with self-directed and on-demand professional learning.
4. 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.
5. 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 – Outcomes 2019-20

The focus was on implementation of the renewed model in special education. The renewed model brings supports and strategies closer to the classroom. Learning Resource Teachers coached, co-taught and co-learned with classroom teachers to build capacity for all staff members to meet the needs of students with special education needs. Child and Youth workers worked in classrooms to deliver evidence-based social-emotional and self-regulation supports. Professional Support Services Staff supported school teams with ideas for Tier 1 interventions.

### How will we know?

There will be a focus on fulsome implementation of Tier 1, in-classroom or close-to-the classroom strategies and supports.

### How did we do?

Two 0.4 FTE Grand Erie Speech-Language Pathology positions are allocated to supporting low-verbal and non-verbal students who have Augmentative and Alternative Communication (AAC) needs. These positions were created following a board-wide survey in the fall of 2017 that identified a need for additional support in this niche area.

(AAC refers to communication methods, systems and strategies that are used to supplement or replace natural speech)

- *Indirect “tier 1” consultative support to teachers, support staff, other SLPs and Communicative Disorders Assistants (i.e., classroom visits, informal observations, general recommendations and resource sharing, professional development and/or capacity building)*
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- *"Having an opportunity to have AAC/SLP support allowed me to really understand the role a communication device plays for an individual student. I was given lots of support to help me understand ways to use the device in a functional way. I learned that it is the student's voice not just a learning tool. I learned to have a dialogue with my student, where we would take turns using the device to talk. Modelling was one of the best ways for us both to learn. Frequent check-ins were offered to ensure success. The SLP and I worked together to create next steps that supported my student. I felt I was set up for success, therefore so was my student." – Grand Erie Teacher*
  - *"As a teacher in a self-contained classroom for students with Autism, AAC tools have been invaluable in allowing our students who are non-verbal or have limited oral vocabularies an opportunity to participate and express themselves to their teachers and peers. We have one student who was consistently aggressive towards staff and classmates when she wasn't able to express her requests, but shortly after she started bringing her AAC device her behaviour dramatically improved. She was able to communicate her ideas in a way that she knew we could understand, and just as importantly we were able to respond back to her using her device to reinforce and validate her communication. Now she uses her device throughout the day...She even uses it to be funny and make jokes with staff ...The smile in her eyes when she is able to connect with her teacher in that way is priceless, and it is made possible by the expanded range of communication options provided by AAC." – Grand Erie Teacher*
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### Speech Language Pathologist and Communicative Disorders Assistant School Support

Elementary School was a great success in the 2019-2020 school year for implementation of Tier 1 services by Communication Services! SLP Janelle Albrecht and CDA Becky Holmes identified a need for whole-class language services, and designed a presentation focusing on story retell & story

creation using a graphic organizer and picture icons. Seven teachers enthusiastically took part in this tier 1 presentation and afterward applied these ideas into their classroom program independently. Essential to this success was the principal, who believed in the usefulness of this model and encouraged his staff to embrace this model of service.

### **How will we know?**

The classroom teachers will design and implement the student's program with the support of the Learning Resource Teacher, in the classroom.

### **How did we do?**

A pre and post survey was completed with Learning Resource Teachers. Some anecdotal responses of how the LRT supports the classroom teacher include;

- "I was able to develop a visual schedule for two students in the same classroom, model how to use the visual until the teacher became comfortable using it with the students."
- "Coached two teachers this week on using incentive charts to help with learning to follow classroom expectations and work completion."
- "I go into classrooms frequently and show students and teachers how to use Dictate in word and text to speech. I now have more students than ever using this software in their classes. I also support teachers in the "L" stream classes (high school) by being an extra set of hands and eyes in the class. We debrief after about strategies that can help such as visual aids and chunking information."
- "Helped develop differentiated instruction for class. Developed choice bins with teacher and EAs Co created tracking and goal setting sheets."
- "Really excited to be going into the classroom and sharing the open-ended questioning strategies shared at our Sept 20th session. Strategy is practical and is a quick and easy way to make curriculum accessible to all students."
- "In the grade 5/6 classroom I was able to implement computer equipment to students who needed it and team taught with the teacher how to use Word Q 5 as a tool all students in the class could use."
- "Through collaborative discussion about a student, a teacher was able to implement a new strategy to use for a student that was not completing any work. The consistent response to his behaviour and my part as support to make sure he followed through led to some work completion that would have never occurred otherwise."

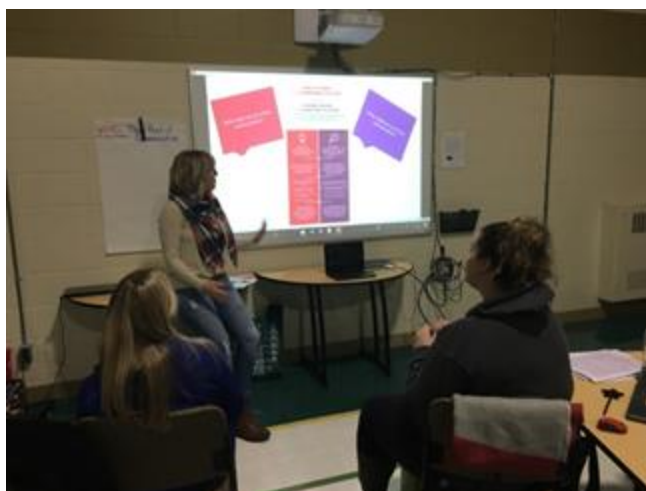
### **How will we know?**

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.

How did we do?



*J.L. Mitchener LRT, Kim Hagan, leading a breakout session on how In-School Team practices are used at her school to allow for fulsome Tier 1 interventions to be utilized within the school.*



*Waterford District High School LRT, Laura McKenzie, leading a breakout session on how she utilizes three-point communication when facilitating meetings and responding to conflictual conversations in her work.*

LRTs reported a 7% increase in their understanding of Tier 1 strategies, and a 9% increase in their ability to understand how to monitor the effectiveness of implemented tier 1 interventions to support student need.

LRTs identified key areas that they would like continued professional development in. The top 3 responses in the post survey were;

- Strategies to help students manage challenging behaviour
- Assisting EAs as independence facilitators for students
- ABA Strategies within the school setting



**How will we know?**

Establishment of clear expectations regarding In-School Team and Resource Team processes.

**How did we do?**

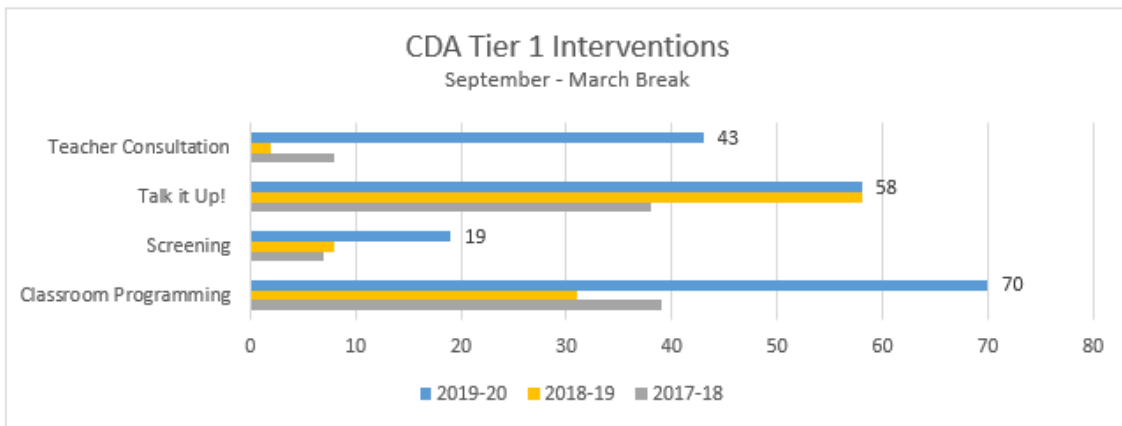
Relationships developed in dedicated resources teams were instrumental in ensuring a successful transition to virtual meetings during COVID school closures

**How will we know?**

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.

**How did we do?**

Talk it Up!



This is data pulled from the 2019-20 school year LITE platform. Talk it Up! is a tier 1 good for all one-page monthly hand out with everyday cost-free ideas for parents and teachers/DECEs to support the development of oral language skills necessary for success in school. The CDAs send it out to all elementary schools, but there may be multiple users in each school. CDAs send the ideas home with students they are working with, some teachers send it out using twitter or other communication means to all parents in their class, and some principals post on their school website.

**Where are we now?**

- There will be a continued focus on the implementation of Tier 1 interventions and classroom-based strategies before accessing outside supports.
- System support staff will continue to work directly with educators and students to build capacity in mental health literacy and social-emotional well-being.

**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; 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

