



GRAND ERIE DISTRICT SCHOOL BOARD
Committee of the Whole Board No. 2
October 21, 2013
Education Centre, Board Room

A G E N D A

A – 1 Opening

- (a) Roll Call
- (b) Declaration of Conflict of Interest
- (c) In Camera Session (**6:30 p.m.**)
 - (i) Personnel
 - (ii) Property
- (d) Welcome to Open Session (**7:15 p.m.**)
- (e) Agenda Additions/Deletions/Approval
- (f) In Camera Report
- * (g) Delegation - Fairview Parents' Group

B – 1 Business Arising from Minutes and/or Previous Meetings

- * (a) Draft Revised Board Improvement Plan for Student Achievement (from September 15, 2014)

C – 1 Director's Report

- (a) T.H.I.N.K. Campaign

D – 1 New Business — Action/Decision Items

- | | | | |
|---|-----|---|---------|
| * | (a) | Single Track French Immersion Accommodation | J. Gunn |
| * | (b) | Capital Priorities Request | J. Gunn |
| * | (c) | Disposition of Doverwood Public School | J. Gunn |

D – 2 New Business — Information Items

- | | | | |
|---|-----|--|----------------------------|
| * | (a) | Enrolment Update | J. Gunn |
| * | (b) | Data Report - 2013 Summer School Report | A. Nesbitt |
| * | (c) | Data Report - EQAO Board Report | B. Blancher/
A. Nesbitt |
| | | (i) Primary/Junior | |
| | | (ii) Grade 9 Math | |
| | | (iii) OSSLT | |
| * | (d) | Data Report – School Climate Surveys (2012-2013) | W. Baker |
| * | (e) | Doverwood Transition Committee Report | W. Baker |

E – 1 Other Business

- | | | |
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| (a) | OPSBA Report | D. Werden |
|-----|--------------|-----------|

F – 1 Correspondence

- * (a) Letter to Minister of Education re: Unpaid PA Days
- (b) Letter from Minister of Education re: Unpaid PA Days
- (c) Minister of Education re: Topics for Oct 11 2013 PA day

G – 1 Adjournment**Future Meetings** (held at the Education Centre unless noted otherwise)

Communications and Engagement Committee	October 21, 2013, 3:30 p.m.	Norfolk Room
Student Senate	October 22, 2013, 10:30 a.m.	Board Room
Chairs' Committee	October 28, 2013, 5:45 p.m.	Director's Office
Regular Board	October 28, 2013, 7:15 p.m.	Board Room
Committee of the Whole No. 1	November 4, 2013, 7:15 p.m.	Board Room
Native Advisory Committee	November 5, 2013, 1:00 p.m.	McKinnon Park Secondary School
Committee of the Whole No. 2	November 11, 2013, 7:15 p.m.	Board Room
Special Education Advisory Committee	November 14, 2013, 6:30 p.m.	Board Room
Grand Erie Parent Involvement Committee	November 14, 2013, 6:30 p.m.	Waterford District HS – Dogwood Room
Haldimand Secondary School Accommodation Review Committee	November 21, 2013, 7:00 p.m.	Cayuga Secondary School

**Delegation to the Committee of the Whole
Of the Grand Erie District School Board
Regarding the Accommodation of École Fairview**

October 21, 2013

Presented by
Kelly Donovan
On behalf of the
Fairview Parents' Group

Introduction

The parents of École Fairview have joined together as one collective voice, the Fairview Parents' Group (furthermore referred to as "the Group") to address the Committee of the Whole here today. We have done so because we believe that a solution to accommodate our children is best reached when the opinions and beliefs of all stakeholders involved are considered in the process. We stand before you willing to cooperate in this process and we recognize the efforts that have been made by those involved thus far.

It was decided by the Group to present a Delegation for 2 reasons:

- Lack of answers to questions posed by parents at our one and only closed meeting where the recommendations of the Working Committee were presented to us by our school principal, Mme. Loughheed, and school council representative;
- The Group appreciates that the Quality Accommodations Committee has prioritized the enrolment pressures in the single track French Immersion program for the Board. The Group does not agree with the recommendation made by the Board on May 13, 2013.

To date, there has been no information made public to inform parents of the Working Committee's recommendations. From the 33 parents/caregivers who attended the meeting on October 1st, our Group was formed and we have done our best to disseminate the information by word of mouth and flyers handed out by parents. As of October 16th I represent a group of 156 parents of approximately 220 children attending École Fairview and this number is growing every day. Attached to this Delegation is a petition signed by 124 parents who are in support of this Delegation. These are the parents who were able to sign prior to October 16th. There has not been one single parent identified over the past 3 weeks who is not in support of our efforts.

The Board has allowed the program at École Fairview to grow to a size almost double that of the Board average for an elementary school. Our presence here today signifies that as parents and taxpayers we expect more for our children. We expect that our children will be accommodated in the same ways the other students in the Board have been accommodated; with no prejudice towards them for being students of an elective program.

Background:

I am a product of the French Immersion program in Brantford. I am a mother to three children currently attending École Fairview. I am concerned about issues that could affect my children's health, both physical and mental. I feel it is our responsibility, both as parents and as elected officials, to provide our children with the best and safest possible learning environment.

I have completed this report to the best of my knowledge and resources.

Purpose

The purpose of this Delegation is to identify the lack of transparency by the Board and the Working Committee. The Group intends to interrupt the process and timeline in order for our opinions and suggestions to be considered.

Facts

1. The multi-year plan of the Grand Erie District School Board states that the belief of the Board is "our students should be considered first as the basis for decision-making."
2. The Group understands that since a full Accommodation Review was not completed, the Board does not have to follow its policy on Pupil Accommodation. The Ministry Guidelines state that even when a Board is not obligated to take on a full ARC; "a board is expected to consult with local communities about proposed accommodation options for students in advance of any decision by the board." There are 156 votes represented in this Delegation who feel that a 20-day notice to 33 parents is not satisfying the Board's requirement of public consultation.
3. École Fairview currently has an enrolment of 534 students and at least 50% of them (267 students) are housed in temporary school classrooms, (the provincial average is approximately 9%). For the past 3 years, École Fairview has had a surplus in enrolment of approximately 52 students per year. École Fairview cannot hold a Christmas Concert for the entire school because there is no adequate venue in the city that can house all of our parents and students; we are too large a group.
4. The Ontario Ministry of Health issued a report in 1999 on Health Effects of Mould Contamination in Buildings. It was determined that school facilities of special concern regarding mould contamination were temporary classrooms, such as; free-standing portable classrooms and port-a-packs.
5. On top of the regular per pupil grants, our Group is aware that the Ministry of Education of Ontario provides additional funding to the Board per student enrolled in the French Immersion program.

6. On November 8, 2010, at a Committee of the Whole Board No. 2 Meeting, the French Immersion Accommodation issue was discussed. It was believed at that time that offering a dual-track French Immersion program would ease the enrolment pressures at École Fairview and École Dufferin. It was acknowledged in the minutes of that meeting that even opening 3 dual track French Immersion schools does not address the overcrowding issue at École Fairview. A comment was made by a Trustee, and this is a direct quote “even with a port-a-pac, there still may be 100 students in portables even after 10 years.” As stated above, 3 years later we currently have at least 267 students in portables. It is believed that the Board may not fully understand the issue of overcrowding in our school. We have come here not to criticize but to assist in formulating a solution to the real problem.

7. The Board tasked the Working Committee with terms of reference including; Boundaries for resulting schools and Capping of program enrolment (to name a few). Based on the recommendation to expand Coronation School to a capacity of 500-600 students it is believed by the Group that capping of the program would happen immediately upon completion of the renovation. Based on our growth for the past 3 years, we anticipate that the enrolment at École Fairview would be at approximately 637 by September, 2015, and already be in an over-capacity situation at our new site.

8. It is believed by the Group that offering French Immersion to schools in rural communities is offering those families choice in education and enrolment will come from those communities directly. The Group encourages the introduction of French Immersion to the rural communities and supports the Board’s decision to do so. However, the Group does not feel this is a solution to our problem of increasing enrolment at École Fairview. Forcing families to travel outside of the City to obtain an education in French Immersion may be reason enough for those parents to investigate opportunities in other local school boards.

9. “The plan” includes the use of Victoria School as temporary housing for a portion of our students during a period of renovation. Below is what I know about Victoria School:

- Victoria School is 116 years old;
- The school has been vacant for approximately 12 years, (acknowledging that it was utilized by B. C. I. students during their renovation);
- It is currently listed for sale as an “Ideal Redevelopment Site,”
- To the best of my knowledge, there have been no Health Hazard Investigations completed at this site by the Public Health Unit as a result of the condition of this premise;
- The only area outdoor for the students is paved;
- There is no gymnasium;
- There is no drinking water;

- Victoria School is owned by Grand Erie District School Board and the use of its facility comes at a very low cost to the Board.

10. After studying the EQAO results for 2013 I learned the following:

- École Fairview has the highest ranking in the Board. École Dufferin has the 2nd highest;
- The French Immersion program is contributing 23 more grade 3 students and 18 more grade 6 students who perform at level 3 or higher than the average school in the Grand Erie District School Board – This equates to an additional class of above average students more than what our neighbouring schools are providing. Essentially, we have housed a 3rd French Immersion school within the walls of 2 schools for quite some time and performed well above the Board average.

My conclusions at the end of my study were that the French Immersion program produces outstanding academic results while battling enrolment levels far above capacity.

The Group acknowledges that these results cannot be explained by looking at neighbourhood demographics as students of École Fairview come from a large geographical area. The Group also acknowledges that since École Fairview is funded publicly there is no truth to the misconception that Fairview students come from astute families in higher income brackets.

The Group does not diminish the efforts of students, parents, teachers and administrators at other schools in the Board. The Group simply recognizes that when a school has happy children who love coming to school, work very hard and achieve good grades this type of environment should be celebrated by the Board and not disrupted. The Group feels it should be the desire of our entire education community to replicate this atmosphere in all of our schools.

Objections to “the plan”

1. The Fairview Parents' Group strictly objects to the use of Victoria School as temporary housing for any of our students.

We feel this way due to the following:

- Condition of the premise - Health risks with prolonged exposure to unidentified hazards on site, both immediate and in our children's adult lives;
- Lack of green space and gymnasium for the children to utilize for extra-curricular activities;
- Geographical location; rate of violent crime, poverty levels, and drug use;
- Lack of drinking water available to the students;
- Extended travel time, and potentially shortened school day for the students.

We feel the use of Victoria School has been suggested by the Working Committee for the sole purpose of cost savings to the Board and is not in the interests of our students.

2. The Fairview Parents' Group objects to any plan that results in a French Immersion program that restricts future growth within the City of Brantford.

The Fairview Parents' Group has the support from the Canadian Parents for French to continue to encourage the growth of the French Immersion program.

Proposed Solution

Open a 3rd French Immersion public school in the City of Brantford

The Group acknowledges that there is very little time to debate this issue prior to the implementation of the full-day every day kindergarten program coming in September, 2014.

The Group believes our students are best accommodated immediately by a third, full kindergarten to grade 8 French Immersion site. **Our reasons:**

- It is an efficient use of the Board's current resources;
- Reduces the need for an immediate, large capital expenditure;
- Eliminates the need to accommodate students off-site on a short-term basis;
- The primary grades will continue to flourish from the mentorship they receive in a kindergarten to grade 8 environment, with no short-term separation;
- Offers the best opportunity for long-term growth of the program since both sites would have the opportunity to expand by renovation or the addition of portable structures (in the short-term).

The Group suggests that this may be achieved by the following:

- Both École Fairview and Coronation School will operate as JK-8 French Immersion schools.
- **Maintain the current site at École Fairview** and remove several portable classrooms from the school yard. **Benefits** for our students are endless:
 - *Increases green space for extra-curricular activity*
 - *Less classes on site means more time in the gymnasium*
 - *Reduces our dependency on portable classrooms*
 - *Reduces the potential for the existence of mould in our students' learning environment*
 - *Maintains our small community and positive learning environment*
 - *Immediately reduces capacity at the Fairview site to a figure more in-line with the Board average of 277*
 - *Lower capacity means the school can accommodate school-wide activities such as Christmas Concerts*
- Perform aesthetic updates to Coronation School, replace fixtures which were removed and **use the existing space at Coronation School** with its current capacity at 265 in September, 2014. These updates can begin immediately. **Benefits** for our students:
 - *Does not require the temporary relocation of any of our students*
 - *Maintains a small community and positive learning environment*

- *Provides the students of Coronation with vast green space for extra-curricular activity*
- *Less classes on site means more time in the gymnasium*

Benefits for the Board:

- *No immediate need for capital expenditure*
- *Very few additional teachers would be required for the second site. The number of classrooms transferred from Fairview to Coronation would already be staffed, save the additional full-day kindergarten classes*
- *The Board has already staffed École Fairview with a second secretary*
- *Space to expand in the future with the growth of the program*
- *Room at both sites to add temporary classrooms in the short-term to accommodate growth over the next 1-5 years*
- *The Board can still entertain the idea of renovating the Coronation School site into a larger school. With declining enrolment at the Board's English speaking schools there may be a more viable short-term accommodation option in future years*
- *The parents, students and community feel that the Board has made the best decision in the interests of the students*
- *The Board has time to complete a full Accommodation Review looking at the entire City of Brantford and the needs of the French Immersion program*
- *The parents, students and community will participate in the ARC process completed by the Board to determine the full requirements of the growing French Immersion program.*

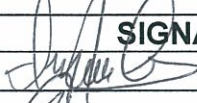


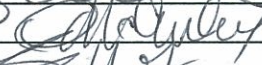
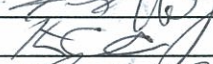
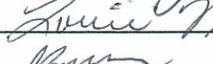
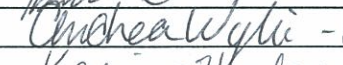
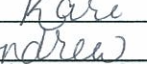

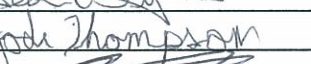




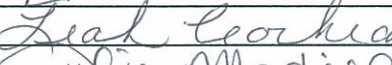
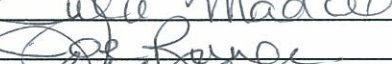

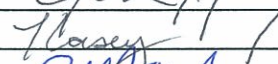

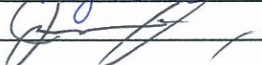
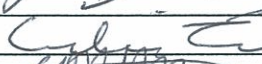

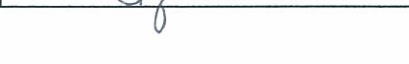



This proposed solution was developed with consideration to efficiencies, budgets and the needs of the Board, students and the community. The Group requests to be involved in accommodation discussions prior to any decisions being made by the Board.

This delegation has been respectfully submitted and supported by the Fairview Parents' Group.

Kelly Donovan, Presenter
School Council Representative
École Fairview

Petition

By signing below I am acknowledging my support to the Committee on the Whole and to the Grand Erie District School Board of my support for the Delegation to the Committee on the Whole Of the Grand Erie District School Board Regarding the Accommodation of École Fairview – Presented on October 21, 2013

NAME	SIGNATURE
Ikana Cisneros - Carcamo	
Lois Carcamo	
SARAH GASPAROTO	
Opal McAuley	
Ryan McAuley	
Kris & Ang Olson	
Lorria Nagano	
Brian Nagano	
Andrea Wylie - Allen	
Kari Healey	
Andrew Easthope	
Jera Ross	
Sean Wright	
Jodi Thompson	
Brian Elliott	
Kari Sheppard	
BRANDON GOODWIN	
LEXIE GOODWIN	
JAMES CAULAN	
Dana Drury	
Bryan Drury	
Leah Cochrane	
Julie Madill	
Joe Runge	
Scott Parker	
JOHN CASEY	
Tammy Casey	
Carrie MacNeil	
Becky Rook	
Jason Fowler	
Adam LaFornne	
George Van Nooten	
STEVE PIGEON	

Dawn Mackeigan	Dawn Mackeigan
Shawn Mackeigan	Shawn Mackeigan
Sue Mackeigan	Sue Mackeigan
Bob Mackeigan	Bob Mackeigan
Daniel Hartmann	Daniel Hartmann
GLORIA CRAWFORD	Gloria Crawford
CHAD CRAWFORD	Chad Crawford
VANESSA CRAWFORD	Vanessa Crawford
Cheryl Morrison	Cheryl Morrison
Christal Dinner	Christal Dinner
Darren Dinner	Darren Dinner
Tanya Fischer-Jones	Tanya Fischer-Jones
Jason Jones	Jason Jones
Jennifer Fallis	Jennifer Fallis
STEVEN Fallis	Steven Fallis
Rob Padyk	Rob Padyk
KATHLEEN WILDE-PADYK	Kathleen Wilde-Padyk
Maranna Syed	Maranna Syed
Azcom Syed	Azcom Syed
BRENT GAGE	Brent Gage
MIKE HOLMAN	Mike Holman
SANDY HOLMAN	Sandy Holman
MICHELE KUCIK	Michele Kucik
Steve Noon	Steve Noon
Michele Noon	Michele Noon
Brandie Gairis	Brandie Gairis
Tara Medlar	Tara Medlar
TRACI CERANKO	Traci Ceranko
Jennifer Babister	Jennifer Babister
Don Lea	Don Lea
Shannon Huggins	Shannon Huggins
Scott Huggins	Scott Huggins
Notace Ellis	Notace Ellis
Sean Ellis	Sean Ellis
Steve Gairis	Steve Gairis
Paul Medlar	Paul Medlar
Melanie Billone	Melanie Billone
John Billone	John Billone
Andrea Luscombe	Andrea Luscombe
Kristi Waters	Kristi Waters
Brian Spivak	Brian Spivak
Kellylee Kellylee	Kellylee Kellylee

Karen Wright	Karen Wright
Matthew Wright	Matthew Wright
Bernadine Renneberg	Bernadine Renneberg
Chris Watson	Chris Watson
Brian Lubbers	Brian Lubbers
Melinda Lubbers	Melinda Lubbers
Taryl Watson	Taryl Watson
Christie Gruppe	Christie Gruppe
Jay Stavnitzky	Jay Stavnitzky
Vicki Henrickson	Vicki Henrickson
Jenny Hill	Jenny Hill
Sonia Yoo	Sonia Yoo
Randy Kirby	Randy Kirby
Tina Kirby	Tina Kirby
Lanis Macheigom	Lanis Macheigom
Diana Helli	Diana Helli
Judy Anderson	Judy Anderson
TERRY CANTWELL	TERRY CANTWELL
LINDSAY CANTWELL	LINDSAY CANTWELL
Carrie Ross	Carrie Ross
Chantalle Barkovitch	Chantalle Barkovitch
Brad Ranson	Brad Ranson
Michael Poole	Michael Poole
MARY STORTAL POOLE	MARY STORTAL POOLE
Krista Appleby	Krista Appleby
Jim Appleby	Jim Appleby
CHRIS GRAY	CHRIS GRAY
JENNY GRAY	JENNY GRAY
Brooke O'Brien	Brooke O'Brien
Dan O'Brien	Dan O'Brien
Julia Clark	Julia Clark
Dave Clark	Dave Clark
Amanda Mousseau	Amanda Mousseau
Stephanie Hart	Stephanie Hart
Rob Hart	Rob Hart
Christine Woodcock	Christine Woodcock
Kristen Vanover	Kristen Vanover
Kim Dewald	Kim Dewald

[illegible]



GRAND ERIE DISTRICT SCHOOL BOARD

TO: John Forbeck, Director of Education and Secretary

FROM: Brenda Blancher, Superintendent of Education
Andy Nesbitt, Superintendent of Education
Scott Sincerbox, Superintendent of Education

RE: **Draft Revised 2013-14 Board Improvement Plan for Student Achievement**

DATE: October 21, 2013

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Draft Revised 2013-14 Board Improvement Plan for Student Achievement as information.

Background

The Grand Erie Board Improvement Plan for Student Achievement draft was presented to Trustees on September 30th. Since that time the draft plan has been shared with school administrators and SEAC.

Additional Information

The cover page of the BIPSA outlines the Grand Erie District School Board's Mission, Belief, Vision and Values and lists the Achievement Goals from our Multi-Year Plan. The Ministry of Education requires that we also list the School Effectiveness Framework (SEF) indicators that align with the components of our plan. As you will see we have chosen six SEF indicators from the following SEF components: School and Classroom Leadership, Curriculum Teaching and Learning and Home, School and Community Partnerships.

The written Board Improvement Plan for Student Achievement revised draft for submission to the Student Achievement Division is attached as Appendix A.

It should be noted that the Board Improvement Plan is considered a living document and changes can be made throughout the school year based on new initiatives. As in past years members of the Student Achievement Division will be meeting with us at specific times in the school year to review the progress of our plan.

Communication Plan

The plan submitted to the Ministry on October 31st will be shared with Trustees

Respectfully submitted,

Brenda Blancher
Superintendent of Education

Andy Nesbitt
Superintendent of Education

Scott Sincerbox
Superintendent of Education



Grand Erie District School Board Board Improvement Plan for Student Achievement 2013 - 2014

Mission: Engage, support and inspire all learners to achieve and succeed.

Belief: We believe that our students should be considered first as the basis for decision-making.

Vision: Growing Excellence. . Inspiring Success

Values: Compassion, Cooperation, Humility, Inclusiveness, Integrity, Perseverance, Respect, and Responsibility

2011- 2015 Multi-Year Plan Goals – Achievement

- Improve early primary students' oral language and literacy skills.
- Fully implement comprehensive literacy in our elementary classrooms.
- Improve achievement in Grades 3-8 mathematics. Program and instruction will focus on problem solving and investigation of important mathematical concepts.
- Improve achievement in Grades 9-12 mathematics. Program and instruction will focus on problem solving and an understanding of how students learn mathematics.
- Improve in areas of credit accumulation in grades 9, 10, 11.

School Effectiveness Framework Components and Indicators – BIPSA 2013-14

School and Classroom Leadership

- ❖ Provide differentiated professional learning opportunities in response to the needs of educators, identified through the School Self-Assessment Process.
- ❖ Monitor the implementation of both the BIPSA and individual School Improvement Plans (SIPs)
- ❖ Promote and support a collaborative learning culture (e.g., a commitment to continuous improvement, a collective focus on student learning for all, deprivatization of practice and reflective dialogue.

Curriculum, Teaching and Learning

- ❖ Establish a culture of high expectations for student engagement, learning, achievement and well-being.
- ❖ Build connections and coherence among curriculum, instruction and assessment to address the diverse learning needs of students.

Home, School and Community Partnerships

- ❖ Commit to outreach and development of partnerships with parents, guardians, family and community to support student well-being and achievement.

Smart Goal - Language Literacy

- **Improve achievement at Level 3 & 4 in Reading and Writing**

Reading

- Primary - we will improve our result from 62% to 64%
- Junior - we will improve our result from 70% to 72%

Writing

- Primary - we will improve our result from 68% to 70%
- Junior - we will improve our result from 66% to 68%

Special Education Goals: to improve achievement in Language Literacy for students with special education needs (excluding Gifted):**Reading**

- Primary - we will improve our result from 38% to 40% or above
- Junior - we will improve our result from 46% to 48% or above

Writing

- Primary - we will improve our result from 49% to 51% or above
- Junior - we will improve our result from 39% to 41% or above

Smart Goal

- **Improve achievement at Level 3 & 4 in Math**

- Primary - we will improve our result from 59% to 62%
- Junior - we will improve our result from 48% to 51%

By June 2014, students achieving level 3 or 4 in mathematics on their report cards will increase

- Grade 7: 66% - 68%
- Grade 8: 64% - 66%

Special Education Goals: Improve achievement at Levels 3 & 4 in Math for students with Special Education needs (excluding Gifted)

- Primary - we will improve our result from 30% to 32% or above
- Junior - we will improve our result from 23% to 25% or above

Strategies	Structures
Collaborative Inquiry	School Support Initiative – Junior/Intermediate Year 2 <ul style="list-style-type: none"> • partnership with Student Success that includes targeted intervention for the eight highest needs Compensatory Education schools • use of achievement data to identify the most urgent learning needs; Learning Cycle and resource support, Professional Development connected to needs of the schools • Focus on Language or Mathematics • Also partner with Aboriginal Education Department staff as 155 students in these schools are FNMI
Collaborative Inquiry	System Implementation and Monitoring (SIM) - Collaborative Inquiry <ul style="list-style-type: none"> • Mandatory participation for the Moderate Needs Compensatory Education Schools and District Support Year 1 schools • Option for other schools based on school data and need for system PD focus – FOS Superintendent consultation with Principals to determine participation • use of achievement data to identify the most urgent learning needs; Learning Cycle and resource support, Professional Development connected to needs of the schools • Focus on Language or Mathematics
Collaborative Inquiry	Principal Learn Teams <ul style="list-style-type: none"> • a component of all Elementary FOS Meetings focusing on “problems of practice”
Collaborative Inquiry	Learning Cycles <ul style="list-style-type: none"> • All schools will complete 2 Learning Cycles based on data that identifies that most urgent learning need of students • Learning Cycle work will involve an exploration of current student work and teacher instructional practice connected to critical thinking expectations
Collaborative Inquiry	Student Work Study <ul style="list-style-type: none"> • involves eight schools and provides intensive support in literacy and numeracy with a focus on students achieving at Level 2 in an effort to determine which instructional strategies will support movement to Level 3
Collaborative Inquiry	Student Work Study Teacher FNMI <ul style="list-style-type: none"> • Will provide focused research in literacy and numeracy instructional strategies. Focus will be on FNMI students achieving at Level 2 in an effort to determine which instructional strategies will support movement to Level 3 • Aboriginal Education Department will provide cultural support and resources for the Student Work Study Teacher in the area of researching literacy and numeracy instructional strategies in an effort to determine which instructional strategies will support movement from Level 2 to Level 3 for Aboriginal Self-ID students
Collaborative Inquiry	Early Primary Collaborative Inquiry <ul style="list-style-type: none"> • Involves Kindergarten to Grade 2 teachers examining urgent learning needs such as oral language development through the SIM initiative • An opportunity to examine student learning and primary pedagogy to align practice from Kindergarten to Grade 2
Professional Learning	First Steps in Math Training <ul style="list-style-type: none"> • continued training and implementation for teachers Grades 3 to 6 • teachers will gain and enhance knowledge on the developmental continuum in

	mathematics to help pinpoint student learning needs and determine appropriate instructional strategies
Professional Learning	First Steps in Math <ul style="list-style-type: none"> Continue FSiM training for grade seven and eight teachers.
Resource	Ministry Math GAINS <ul style="list-style-type: none"> On-going utilization of Ministry Math GAINS strategies for grades seven and eight.
Resource	Cross Panel Resource for Math (CPR-M) <ul style="list-style-type: none"> Implement a Cross Panel Resource for Math (CPR-M) grade seven to grade nine. This will be a companion resource to the CPR for literacy.
Professional Learning	Early Years Strategy <ul style="list-style-type: none"> In-service for FDK educator teams on the FDK program document, making learning visible and documentation of learning Targeted FDK in-service at all Director's Meetings to build program understanding for school administrators Joint professional learning for educator teams and child care staff (ECEs)
Professional Learning	Educational Technology Initiative <ul style="list-style-type: none"> Targeted professional learning to provide educators with the knowledge to effectively implement educational technology tools into their classroom practice

Elementary Program

Resources	Monitoring	Evaluation
EPO Grants <ul style="list-style-type: none"> System Implementation and Monitoring Early Primary Collaborative Inquiry OFIP School Support Official Languages in Education - FSL Aboriginal Education: FNMI Implementation Early Years Strategy Collaborative Inquiry for Learning - Mathematics Building Capacity for Effective Math Instruction Capacity Building for Differentiated Instruction Student Success & Cross Panel Teams Documents <ul style="list-style-type: none"> <i>School Effectiveness Framework</i> <i>Growing Success</i> <i>Learning for All K to 12</i> <i>Ontario FNMI Education Policy Framework</i> <i>Building Bridges to Success for FNMI Students</i> <i>Early Learning Kindergarten Program</i> Ministry Resources <ul style="list-style-type: none"> Student Achievement Officers SIM Regional Sessions Human Resources <ul style="list-style-type: none"> Instructional Coaches Primary/Junior Teacher Consultants ELL Consultant ELL Itinerant Teachers Special Ed Teacher Consultants and Support Staff Lead EA for SEA Ed Tech Team Native Support and Teaching Staff Other <ul style="list-style-type: none"> FNMI Community Partnership Grants STEP Assessment and Reception Centre 	<ul style="list-style-type: none"> Superintendent School Visits Family of Schools Meetings Principal Leaders working with Support Staff Principal monitors implementation of School Improvement Plan School Effectiveness Framework District Support Visits Through FSIM, teachers monitor student work Student work through SIM initiative – tracking student work to assess the impact of implementation of selected instructional strategies Reports to SEAC Monthly School Resource Team meetings focus on Assistive Technology, Special Equipment Amount (SEA) data and IEPs Summary Reports on Aboriginal Self ID students 	<ul style="list-style-type: none"> BIPSA Mid-Year Report – February 25th Board Meeting Term 1 and 2 Report Card Data – Reading, Writing and Mathematics LLI data Qualitative data collected through school visits, SEF, SIM, SSI J/I Baseline data for IEPs, use of Assistive Technology and SEA use data FNMI Grant Summary Reports Pre- and post- FSIM attitudes and beliefs survey for teachers

Smart Goal – Credit Accumulation

- **Improve achievement in credit accumulation.**

2013-14 BIPSA SMART Goal

- By June 2014, credit accumulation for students enrolled in Grade 9 and Grade 10 will increase
 - Accumulation of 8/8 credits in Grade 9 from 81% to 83%
 - Accumulation of 16/16 credits in Grade 10 from 74%-75%

Special Education SMART Goal: to improve credit accumulation rates for students with special education needs (excluding Gifted):

- Accumulation of 8/8 credits in Grade 9 from 65% to 67%
- Accumulation of 16/16 credits in Grade 10 from 69% to 71%

Strategies	Structures
Collaborative Inquiry	School Support Initiative (SSI) <ul style="list-style-type: none"> • All of projects will land in grade 9 and 10 Applied-level programs, with the exception of Tollgate Technical Skills Centre.
Collaborative Inquiry	School Support Initiative – Junior Intermediate (SSI-JI) <ul style="list-style-type: none"> • A partnership with Elementary Program Team to develop instructional strategies to address students’ most urgent learning need from grades four to eight, in eight high needs compensatory elementary schools.
Collaborative Inquiry	School Support Initiative – FNMI (SSI-FNMI) <ul style="list-style-type: none"> • Additional funding has been received to support an SSI-FNMI coach at Pauline Johnson Collegiate.
Professional Learning	School Effectiveness Framework <ul style="list-style-type: none"> • The SEF team supports principals and schools in understanding and implementing successful practices in teaching and learning. This year’s SEF visit will be the second visit in the cycle. The team will focus on growth in areas that were highlighted in the first cycle. In addition, Principals and school teams will identify any new areas of focus.
Professional Learning	Assessment For Learning (AFL) <ul style="list-style-type: none"> • The project is in the fifth semester of a five-semester plan to support administration, department heads, and teachers in implementing the Board Policy on Growing Success. The focus will be on descriptive feedback, first day templates and Grand Erie support documents for grade 7-10 English and mathematics.
Program Development	Advanced Placement Courses (AP) <ul style="list-style-type: none"> • Begin an awareness and implementation plan to establish Advanced Placement courses throughout Grand Erie. Tentatively, AP courses will be offered in the fall of 2014.
Program Development	SSI Partnerships with Six Nation’s Elementary Schools <ul style="list-style-type: none"> • Once Six Nation’s schools are able to acquire funding the Aboriginal Education portfolio and Student Success will partner with Six Nations Principals.

Program Development	Explore After School Language Program on Six Nations <ul style="list-style-type: none"> Partnership between MPSS and HSS to host an after-school Native language credit at a central location on Six Nations.
Collaborative Inquiry	Student Work Study Teacher FNMI <ul style="list-style-type: none"> Will provide focused research in literacy and numeracy instructional strategies. Focus will be on FNMI students achieving at level two in an effort to determine which instructional strategies will support movement to Level three.
Professional Learning	After School Program <ul style="list-style-type: none"> Continue the After-School Support Program for students to enhance credit accumulation strategies during the regular school day and to enable students to achieve additional credits.
Program Development	Expansion of Dual Credit Program at Fennell Mohawk Campus <ul style="list-style-type: none"> Program is offered Tuesdays and Thursdays at Mohawk Fennell campus. Students will have the opportunity to earn up to four college credits and four high school credits.
Program Review	Grand Erie Learning Alternatives (GELA) Review <ul style="list-style-type: none"> A review is taking place that is examining alternative programs and related strategies that support student success.

Smart Goal – Grade 9 to 12 Mathematics

- Improve achievement in Grades 9-12 mathematics. Program and instruction will focus on problem-solving and an understanding of how students learn mathematics**

By June 2014, students achieving level 3 or 4 in EQAO's Grade 9 Assessment of mathematics will increase:

- Participating students in applied grade 9 math will improve from 46% to 48% achieving the provincial standard
- Participating students in academic grade 9 math will improve from 82% to 84% achieving the provincial standard

Special Education SMART Goal : to improve level 3 & 4 EQAO Math assessment results for students with special education needs (excluding Gifted)

- Applied Grade 9 Math – from 33% to 35%
- Academic Grade 9 Math – from 77% to 79%

Strategies	Structures
Collaborative Inquiry	School Support Initiative (SSI) <ul style="list-style-type: none"> All of the projects will land in grade 9 and 10 Applied-level programs, with the exception of Tollgate Technical Skills Centre. Additional funding has been received to support an SSI-FNMI coach at Pauline Johnson Collegiate.
Resource	Ministry Math GAINS <ul style="list-style-type: none"> On-going utilization of Ministry Math GAINS strategies for grades 7-10.
Professional Learning	First Steps in Math <ul style="list-style-type: none"> Continue First Steps in Math (FSiM) to Secondary SSI math coaches. Continue FSiM training for grade 7 and 8 teachers.
Resource and Professional Learning	Cross Panel Resource for Math (CPR-M) <ul style="list-style-type: none"> Implement the Cross Panel Resource for Math (CPR-M) grade 7 to grade 9. This will be a companion resource to the CPR resource for literacy.

Smart Goal – Improve Achievement in Literacy

- **Improve achievement in literacy to support credit accumulation and graduation rates.**
 - By June 2013, students in Grade 10 Applied English achieving the Literacy Graduation Requirement on the Grade 10 OSSLT will increase from 46% to 49%

Special Education SMART Goal: To improve success rates on the OSSLT for first time eligible students identified with Learning Disabilities from 27% to 35%

Strategies	Structures
Professional Learning and Collaborative Inquiry	Three-Stage Literacy Support Plan <ul style="list-style-type: none"> • Consists of three major components: <ul style="list-style-type: none"> i) Cross Panel Resource for Literacy utilized as support for writing a series of paragraphs grades seven to ten ii) The Literacy Mapping Strategy provides in-year data for teachers of students in the Applied and Locally Developed pathways. School teams will examine and address the most urgent learning needs of students related to the seven literacy competencies evaluated on the OSSLT. iii) OSSLT Short-Term Literacy Support Plans for students who would benefit from some additional support based on their identified learning need(s).
Collaborative Inquiry	School Support Initiative (SSI) <ul style="list-style-type: none"> • All of projects will land in grade 9 and 10 Applied-level programs, with the exception of Tollgate Technical Skills Centre. Additional funding has been received to support an SSI-FNMI coach at Pauline Johnson Collegiate.
Resource	eReader/MP3/Tablet Reading Support <ul style="list-style-type: none"> • Maintain support in English 1P classes and Turning Point Programs. • Collaborate with Ed Tech Team to use tablets as an assistive reading device.
Collaborative Inquiry	Literacy Mapping Strategy <ul style="list-style-type: none"> • The Literacy Mapping Strategy provides in-year data, based on the results of an OSSLT practice assessment. The focus will be on literacy skill development for students in the Applied and Locally Developed pathways. School teams will examine and address the most urgent learning needs of students related to the seven literacy competencies evaluated on the OSSLT.
Collaborative Inquiry	Literacy Mapping Strategy - Special Education <ul style="list-style-type: none"> • The Literacy Mapping Strategy provides in-year data for teachers of students who have an Individual Education plan taking courses in the Applied and Locally Developed pathways. School teams will examine and address the most urgent learning needs of students related to the seven literacy competencies evaluated on the OSSLT.

Secondary Program

Resources	Monitoring	Evaluation
EPO Grants <ul style="list-style-type: none"> 7-12 Differentiated Instruction Professional Learning Strategy Effective Math Instruction Instruction in Literacy for Adolescents Collaborative Inquiry for Instructional Impact Cross Panel Teams – Supporting Transition 12 and 12+ Funding Other Funding Sources <ul style="list-style-type: none"> School Success Initiative Funding Documents <ul style="list-style-type: none"> <i>School Effectiveness Framework 2013</i> <i>Growing Success</i> <i>Learning for All K-12</i> <i>IEP Resource Guide</i> <i>IEP Exemplars and Resources</i> Ontario FNMI Education Policy Framework Building Bridges to Success for FNMI Students Creating Pathways to Success: Education and Career Life Planning GEDSB Cross Panel Resource for Literacy GEDSB Cross Panel Resource for Mathematics Ministry Resources <ul style="list-style-type: none"> AER GAINS Homework Help Math GAINS Literacy GAINS Human Resources <ul style="list-style-type: none"> SSI coaches External SSI coaches Principals and Department Heads School Student Success Teachers / Teams Educational Technology project for Canadian and World Studies Student Success Principal Leader, Teacher Consultants and Program Coordinator Lead EA for SEA 	<ul style="list-style-type: none"> <i>Secondary School Effectiveness Framework</i> visits Superintendent School Visits / SIP monitoring process Principal monitors implementation of School Improvement Plan SSI Principals and Teams monitor SMART targets and instructional strategies Teachers monitor student work Principal Leaders working with Support Staff Family of Schools Meetings Principals and department heads share implementation of <i>Growing Success</i>: Assessment for, as, and of learning School-based Student Success Teachers and Student Success Teams monitor student progress SWAC and Turning Point Six Nations monitored by principals of MPSS and HSS Summary Reports on Aboriginal Self ID students GEDSB Annual Tuition Agreement Report to INAC and Six Nations of the Grand River Territory Native Advisor and Teacher Consultant School Visits Native Guidance and Attendance Counsellors IEP Audit Tracking and follow-up of SEA trained staff and students Resource Team focus on Assistive Technology and SEA Evaluation 	<ul style="list-style-type: none"> BIPSA Mid-Year Report – February 24th Board Meeting Midterm and final Semester 1 and 2 report card data SSI data tracking SWAC and Turning Point Six Nations enrolment, credit accumulation and graduation data Data relating to after school programs Annual Tuition Agreement Report Data SWAC and Turning Point Six Nations enrolment, credit accumulation and graduation data FNMI Grant Summary Reports Baseline data for IEPs, Assistive Technology and SEA use data EQAO Grade 9 Assessment for Mathematics data EQAO grade 10 OSSLT data FSiM developmental continuum tracking of six students/teacher Pre- and post- FSiM attitudes and beliefs for teachers Literacy Mapping Project data

<ul style="list-style-type: none"> • Spec Ed Teacher Consultants • Native Support and Teaching Staff • eLC • School based Literacy Teams <p>Other</p> <ul style="list-style-type: none"> • FNMI Community Partnership Grants • STEP Assessment and Reception Centre 		
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GRAND ERIE DISTRICT SCHOOL BOARD

TO: John Forbeck, Director of Education & Secretary

FROM: Jamie Gunn, Superintendent of Business & Treasurer

RE: **Single Track French Immersion Accommodation**

DATE: October 21, 2013

Recommended Action: It was moved by _____, seconded by _____ THAT the Grand Erie District School Board

Background:

At the May 27th Board meeting, the Board approved the striking of a committee to review the accommodation options for the Single Track French Immersion program and the reporting back to the Board.

The committee membership was comprised of:

Jill Berridge – Ecole Dufferin School Council
 Beth McIntosh – Ecole Fairview School Council
 Marlies Redekop - Principal Ecole Dufferin
 Beth Lougheed - Principal Ecole Fairview
 David Dean – Trustee, Vice Chair of the Board
 Carol Ann Sloat – Trustee
 Michelle O'Reilly - Planning Officer
 Scott Sincerbox - Superintendent of Education
 Jamie Gunn - Superintendent of Business

The committee was tasked with the following as their terms of reference:

- a) Consider and recommend options for accommodation of the Single Track French Immersion Program for the long term including the possible development of the Coronation School site to accommodate 500 – 600 students.
- b) Consider and recommend options for accommodation of the Single Track French Immersion Program for the short term (1-3 years) while capital funding, project approvals and required renovation or construction are completed to support the long term plan.
- c) Include consideration of all options for management of the program accommodation including but not limited to:
 - a. Boundaries for resulting schools.
 - b. Grandfathered enrolment for out of catchment students and their siblings
 - c. Transportation to the program.
 - d. Capping of program enrolment

The committee met on June 26, 2013, September 11, 2013 and October 2, 2013 and offers the following report and recommendations to the Board for consideration.

Enrolment:

The single track French immersion program provided at Dufferin and Fairview school sites has grown from **695** pupils in September 2008 to **939** pupils in September 2013 representing **an increase of 245 pupils (+35%)** over five years. Total elementary enrolment in Grand Erie dropped from 18,018 to 17,553 over the same time frame representing a decrease of 465 pupils (-2.6%) over the same five year period. In recent years, the dual track program has been implemented from JK to Grade 2 at Burford Elementary attracting a further 70 pupils. The success of the program has been clearly demonstrated by the growth in enrolment contrary to the slight decline in overall enrolment for all elementary programs. The need is urgent to find appropriate accommodation options for the current and future program enrolment.

Table A below demonstrates the current and projected enrolment in the single track program at the two schools.

Table A											
Single Track French Immersion Program											
5 Year Projection By School											
(with September 30, 2013 Actuals)											
Dufferin	JK	SK	1	2	3	4	5	6	7	8	Total
13-Sep	57	54	60	45	35	28	40	42	21	24	406
14-Sep	49	58	47	57	46	32	28	37	42	20	416
15-Sep	49	50	50	45	58	43	32	26	37	41	431
16-Sep	49	50	43	48	46	54	43	30	26	36	425
17-Sep	49	50	43	41	49	43	54	40	30	25	424
18-Sep	49	50	43	41	42	45	43	51	40	29	433
Fairview	JK	SK	1	2	3	4	5	6	7	8	Total
13-Sep	68	78	55	50	49	64	59	24	39	47	533
14-Sep	63	69	80	52	47	49	61	59	24	38	542
15-Sep	63	64	71	77	50	47	46	61	59	23	561
16-Sep	63	64	65	68	74	50	45	46	61	56	592
17-Sep	63	64	65	63	65	74	47	45	46	59	591
18-Sep	63	64	65	63	60	65	70	47	45	44	586

Table A
(cont'd)

Single Track French Immersion Program											
5 Year Projection By School											
(with September 30, 2013 Actuals)											
Total Program Enrolment	JK	SK	1	2	3	4	5	6	7	8	Total
13-Sep	125	132	115	95	84	92	99	66	60	71	939
14-Sep	112	127	127	109	93	81	89	96	66	58	958
15-Sep	112	114	121	122	108	90	78	87	96	64	992
16-Sep	112	114	108	116	120	104	88	76	87	92	1017
17-Sep	112	114	108	104	114	117	101	85	76	84	1015
18-Sep	112	114	108	104	102	110	113	98	85	73	1019

Currently, a number of students who live within the new Burford French Immersion catchment area are attending Dufferin and Fairview because the program at Burford has not been implemented beyond grade 2. Also attending are siblings of these students in JK-Grade 2 under grandfathering provisions. Table B shows the current number of students who attend the single track program from the Burford FI catchment area to be 72. This table projects the future out of catchment enrolment assuming no further grandfathering would be approved for September 2014 and beyond

Table B

Single Track French Immersion											
Students attending Dufferin and Fairview from Out of Catchment Area											
Total Out of Catchment	JK	SK	1	2	3	4	5	6	7	8	Total
13-Sep	2	4	4	12	10	11	9	8	6	6	72
14-Sep	0	2	4	4	12	10	11	9	8	6	66
15-Sep	0	0	2	4	4	12	10	11	9	8	60
16-Sep	0	0	0	2	4	4	12	10	11	9	52
17-Sep	0	0	0	0	2	4	4	12	10	11	43
18-Sep	0	0	0	0	0	2	4	4	12	10	32

Assuming that the single track program would not be accommodating out of catchment students once new/expanded accommodation was developed, Table B would be deducted from Table A resulting in an adjusted enrolment forecast for the program going forward as displayed in Table C.

Table C

Projected French Immersion Students in Brantford (excluding out of catchment area students)											
All FI Students	JK	SK	1	2	3	4	5	6	7	8	Total
13-Sep	123	128	111	83	74	81	90	58	54	65	867
14-Sep	112	125	123	105	81	71	78	87	58	52	892
15-Sep	112	114	119	118	104	78	68	76	87	56	932
16-Sep	112	114	108	114	116	100	76	66	76	83	965
17-Sep	112	114	108	104	112	113	97	73	66	73	972
18-Sep	112	114	108	104	102	108	109	94	73	63	987

Long Term Accommodation Options:

The committee considered a number of options for accommodation of the program including;

1. Expansion of Dufferin and/or Fairview on their current sites
2. Development of a third site at Coronation School
3. Redevelopment and expansion on the Coronation site, maintaining Dufferin and closing Fairview

Expansion at Dufferin or Fairview would not result in the best solution for students. Both sites are relatively small and neither could accommodate any significant expansion of the school building without encroaching on green space for students. The infrastructure within Fairview school was not designed to support a large enrolment that would be approaching 600 students or more. Appropriate library, gymnasium, washroom, resource room and meeting spaces would all need to be addressed in any expansion. The Fairview site is not suited to accommodate the school bus traffic that comes with the FI program.

Development of a third site at Coronation School is not preferred. For many of the reasons stated above, Fairview has out grown its useful life as a viable FI school. The small gym and library and the heavy traffic concerns would still be present, even with a smaller enrolment. Adding a third site with no real growth in overall elementary enrolment for the Board adds a continued burden of operating costs (heat, hydro, custodial and maintenance) as well as added administration costs without increased grant offsets. In the long term, such additional costs would strain the operating budget of the Board and could cause reductions to other program allocations in support of these ongoing costs.

Redevelopment and expansion on the Coronation site while maintaining the program at Dufferin and closing the program at Fairview is the option preferred by the committee. The Coronation site is significantly larger than the Fairview site and it abuts the larger Tollgate property. This combination allows for real options to take school bus and parent traffic off of the municipal street and make loading and offloading of students safer. The school has larger than average library and gym spaces when compared to other Grand Erie elementary schools. Some of the specialized classroom spaces within the school could be re-purposed to create more usable classroom space in a redeveloped school. The site is large enough to accommodate a move of the port-a-pack from Fairview to Coronation, the addition of three full day kindergarten classrooms approved for the Fairview site and a further addition of 4-6 classrooms and required washroom and mechanical services to support the additional student population.

Dufferin School is currently accommodating 407 students with the recent two classroom addition and can continue to serve 375 to 415 students well into the future. **Table D** below demonstrates the accommodation proposed at each school site. Some minor shifting of the boundary between Dufferin and Coronation within the city of Brantford may be required to balance the enrolment with the capacity available at the two school sites.

Long Term Accommodation Plan

Table D

School Site		Ministry Rated Capacity	Projected Enrolment	Comment
Dufferin	Current Capacity (including 2 portables)	415	410	No Accommodation Changes
Coronation	Current Capacity	253		
	Port a pack from Fairview (4 classrooms)	92		All changes subject to Ministry approval
	FDK approvals from Fairview (3 classrooms)	78		
	Interior Conversions (2 additional classrooms)	46		
	Priority Capital Request (5 classrooms)	115		
	Total Revised Capacity	584	580	
Totals		999	990	99.0% Utilization

The committee recommends that the Board pursue necessary Ministry of Education approvals for capital resources to redevelop and expand the Coronation site. A business plan identifying this project as one of the Board's priority request for capital funds is being prepared for Board consideration.

Short Term Accommodation Options:

The capital approval, project planning and development, tender and construction phases contemplated in the long term accommodation plan will likely take us well into the 2014-15 school year if not beyond. Leaving student accommodation unchanged at Dufferin and Fairview for this period of time is not in the best interest of student learning and achievement in the program. The committee looked at a number of options to accommodate the students in the short term. It is apparent that the use of a third site as a "holding school" for a portion of the program enrolment is needed to ease the burden on the two existing sites.

Coronation was considered as an option to hold a smaller cohort of students for the short term while approval, planning and construction were underway. Senior administration strongly recommends that students not be placed at this site during the redevelopment phase. Student and staff safety are a concern whenever construction is taking place during school times. The work planned for this site is extensive and significant and would not be conducive to a positive teaching and learning environment.

Victoria School which was used as a holding school during the BCI redevelopment project is vacant and available for use as a holding school. A reduced cohort of students could be accommodated at Victoria until new space is available for occupancy. This would ease the accommodation pressures on the two existing sites.

The committee considered the creation of a middle school at Victoria where all grade 7 and grade 8 students from Dufferin and Fairview would be directed to attend. While there are positive reasons to support the middle school concept, the committee was concerned about the unnecessary disruption of two schools to ease the accommodation pressures at one. It was also apparent that, upon completion of the new space at Coronation, the grade 7 students from the Dufferin catchment area would be required to return to complete their grade 8 year back at Dufferin.

After consideration of several enrolment configurations, **the committee is recommending** the plan to leave Dufferin enrolment and catchment as status quo and accommodate Fairview JK to Grade 4 programming at Fairview and assign Grade 5 to 8 programs from Fairview to Victoria until new space is available for occupancy at the Coronation site. Victoria and Fairview would operate as a twinned school September 2014. With only Fairview catchment students assigned to the twinned school, a mid-year move to the new space is easily facilitated once occupancy is approved and a move in can be planned. **Table E** displays the enrolment at each site anticipated in this recommendation.

Table E

Proposed Short Term Accommodation for Single Track French Immersion Program

Dufferin	JK	SK	1	2	3	4	5	6	7	8	Total
13-Sep	57	54	60	45	35	28	40	42	21	24	406
14-Sep	49	58	47	57	46	32	28	37	42	20	416
15-Sep	49	50	50	45	58	43	32	26	37	41	431
16-Sep	49	50	43	48	46	54	43	30	26	36	425
17-Sep	49	50	43	41	49	43	54	40	30	25	424
18-Sep	49	50	43	41	42	45	43	51	40	29	433

Fairview	JK	SK	1	2	3	4	5	6	7	8	Total
13-Sep	68	78	55	50	49	64	59	24	39	47	533
14-Sep	63	69	80	52	47	49					360
15-Sep	63	64	71	77	50	47					372
16-Sep	63	64	65	68	74	50					384
17-Sep	63	64	65	63	65	74					394
18-Sep	63	64	65	63	60	65					380

Victoria	JK	SK	1	2	3	4	5	6	7	8	Total
13-Sep											
14-Sep							61	59	24	38	182
15-Sep							46	61	59	23	189
16-Sep							45	46	61	56	208
17-Sep							47	45	46	59	197
18-Sep							70	47	45	44	206

The proposed short term plan would be accommodated at Dufferin with existing building capacity and the two portables on site. Fairview would be accommodated using three portables and Victoria would accommodate the projected enrolment with existing building capacity (224).

Options for the management of future program accommodation:

As discussed earlier in this report, without consideration of some options for management of program growth in the future, the continuation of the expansion trend in program enrolment will challenge the accommodation plans recommended here. The Board could very likely face the same over subscription of available space again in 5 to 10 years. The committee considered the following options for management of future program enrolment and accommodation:

- a. Boundaries for resulting schools.
- b. Grandfathered enrolment for out of catchment students and their siblings
- c. Transportation to the program.
- d. Capping of program enrolment

Boundaries for resulting schools will need to be addressed. Out of catchment area attendance at any of the FI program schools should be strongly discouraged to permit management of building occupancy through use of defined school boundaries. The current boundary for the Burford FI program covers much of the County of Brant area formerly feeding both Dufferin and Fairview. Once the program at Burford is fully extended to grade 8, students from this area attending Dufferin and Fairview should be directed to the Burford program. No transportation would be available outside of catchment boundaries. Once the new space is completed at Coronation (if approved) the Board may need to review the boundary between Dufferin and Fairview to balance the enrolment with the capacity available at the two school sites.

Along with the firm stand on out of catchment attendance respecting boundaries, **the practice of grandfathering** the entitlement to attend for siblings of existing out of catchment students should be discontinued. Continuing such a practice permeates the pressures that result and delays the benefits of any policy or practice to manage occupancy of our schools.

Transportation to the program is not a given at all school boards in Ontario. A few boards (mostly urban) provide no transportation to the program. Several boards provide transportation from central pick up locations only or from the neighbourhood/home school only. Given the rural nature of much of the Board and our experience with the recent extension of dual track programming outside of the City of Brantford, it is apparent that the rural community depends on Board provided transportation to make the FI program viable in our rural communities. Would the Board consider a different transportation strategy for the programs within the City of Brantford? The committee did not have the opportunity to discuss this question. We need also to be aware of the level of transportation to FI programs provided by our co-terminus board of education. If we differ substantially in service offered, we may cause a shift in enrolment to their program.

Capping of program enrolment is an option in place at 10 of 53 boards offering FI who responded to a survey of Ontario school boards by OASBO. Capping is achieved by lottery or first come, first served where applications received by a preferred deadline are considered and late applications only considered where space permits after all early applicants have been accommodated. Some Boards do not offer FI programming until grade 1. This has the effect of reducing enrolment at the intake level (grade 1). Some students who would have enrolled in the program at JK may be reluctant to change schools at grade 1 once their attendance pattern has been established at their home school. Like the transportation issue, we need to be concerned about what options our coterminous board is offering parents. The committee did not see the need to cap the program at this time.

The committee was aware that the availability of teachers qualified to teach French could be a constraint that would cause the Board to consider capping enrolment. Consideration of a robust recruitment process directed by our Human Resources department could preempt the potential shortage of qualified teaching staff.

Similarly, the availability of physical space to accommodate the program could cause the Board to consider capping entry to the program in the future. The committee would recommend consideration of boundaries and/or further expansion of dual track programming in schools where space is available as alternatives to restricting program growth.

Next Steps:

The proposal to develop the Coronation site and related application for capital funding is presented for Board consideration in a separate report. If approved, Board Policy FT1 – Major Construction Projects will guide the planning and implementation of the project. This process includes the establishment of a Project Committee that will meet at the planning stages of the project to provide guidance and input into the design and scope of the project and to recommend a design and scope of work for review and consideration by the Board.

The recommendations for short term accommodation and the discussion of options for the management of future program accommodation may be recommended for approval by the Board, or could be referred to a future meeting for consideration while providing more time for community consultation and input on the matters presented in this report. The community could provide feedback in a number of ways including delegation directly to the Board or the Board could direct Senior Administration to hold a public meeting to share the contents of this report and solicit feedback to be considered prior to the Board making a final decision on the recommendations. A final direction should be in place by the end of January 2014 to permit families and schools to plan for the 2014-15 school year.

The work of the committee struck by board motion is now complete and a **motion to disband** the committee would be appropriate. Senior Administration would like to recognize the contributions of the school principals and the school council representatives. Their counsel, feedback and perspective were of great value to the deliberations of the committee.

Respectfully submitted

Jamie Gunn,
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: John Forbeck, Director of Education & Secretary

FROM: Jamie Gunn, Superintendent of Business & Treasurer

RE: **Capital Priorities**

DATE: October 21, 2013

Recommended Action: It was moved by _____, seconded by _____ THAT the Grand Erie District School Board approve Capital Priorities identified in response to memorandum 2013:B13 for submission to the Ministry of Education.

Background:

Ministry of Education Memorandum 2013:B13, June 14, 2013 requested that Boards provide the Ministry with the Board's most recently approved or proposed capital priorities that need to be completed up to and including the 2016-17 school year. These submissions would assist the Ministry in understanding and explaining the need for ongoing capital investments in the education sector.

Additional Information:

The Quality Accommodations Report dated May 13, 2013 provided a review the current data on capital need and school utilization. The report provided a number of observations and recommendations for each review area within the Board and made a number of recommendations for Board consideration.

Focus of Priorities:

In Memorandum 2013:B13, the Ministry asked boards to focus on projects that meet one or more of the following needs:

- **Accommodation Pressure** – where enrolment is projected to persistently exceed capacity at a school or within a group of schools.
- **Facility Condition** – replacement or major retrofit of schools that have high renewal needs relative to the cost of an appropriately sized new facility.
- **School Consolidations** – Projects that enable the board to reduce their excess capacity to better focus their resources. This includes projects resulting from ARC recommendations. It is noted that projects related to accommodation reviews must have a final board decision by December 31, 2013 to be considered for funding in Spring 2014.

Priorities Identified:

In May 2013, the Board approved the following projects for development and submission as Capital Priorities.

1. Central Norfolk – Elgin Avenue School – a proposal, based on facility condition, to replace the school on its current site.

2. Southeast Brantford Elementary – a proposal for consolidation of the schools in the Rawdon Street/Echo Place communities into a new replacement school to be built on a new site central to the communities.

The Board also initiated a review of the single track French Immersion program and possible development of the Coronation School site to accommodate 500-600 students. A final report from this review is also being considered this evening which recommends that a priority project to address the accommodation pressure in the single track French Immersion program be identified.

Business Cases to support the above priorities are being finalized for submission to the Ministry following Board approval of priority ranking of the projects.

Ranking of Priorities:

The submission to the Ministry requires that the priorities be ranked by the Board. The B-Memo notes that projects that address accommodation pressures (eg.growth) and/or projects undertaken in conjunction with an FDK project are ministry priorities.

Senior administration recommends the following ranking of the identified capital priority requests;**1. Redevelopment of Coronation School**

- a. the accommodation pressures are urgent for the Board.
- b. the need for space is immediate.
- c. the project is consistent with the ministry priorities of accommodation pressure and alliance with an FDK project

2. Replacement of Elgin Avenue School

- a. this project does not require an accommodation review as the replacement is being proposed on the current school site

3. Consolidation project for the Rawdon Street/Echo Place communities

- a. This project will require the completion of an accommodation review for consideration by the ministry.

Communication:

Memorandum 2013:B13 requests that capital priorities be submitted by October 31, 2013. Pending Board approval, the above projects priorities and business cases will be submitted to the Ministry within the prescribed timeline.

Respectfully submitted

Jamie Gunn,
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: John Forbeck, Director of Education & Secretary

FROM: Jamie Gunn, Superintendent of Business & Treasurer

RE: **Disposition of Doverwood Public School**

DATE: October 21, 2013

Recommended Action: It was moved by _____ Seconded by _____ that Doverwood Public School be declared surplus to the Board's future accommodation needs in accordance with S. 194(3)(a) of the Education Act.

Recommended Action: It was moved by _____ Seconded by _____ that Doverwood Public School be offered to preferred agencies at fair market value in compliance with Ontario Regulation 444/98.

Background:

Doverwood Public School was closed at the end of the 2012-13 school year as a result of an Accommodation Review Recommendation approved by the Board. Former Doverwood students have been accommodated in Lakewood Elementary School. The transition of students and staff to their new school was completed effective the start of the current school year. With this movement of students and staff, the Doverwood Public School facility is surplus to the board's future accommodation needs.

Budget Implications/Funding Source(s):

Pending Board approval of the recommended actions, this facility will be offered to preferred agencies in accordance with Ont. Reg. 444/98. Should there be no interest expressed by the preferred agencies, the Board will seek approval from the Minister of Education to offer the properties for sale. Any proceeds of sale of the properties must be applied to fund capital costs. As the facility was last in service as an elementary school, the proceeds must be applied to capital cost to provide student accommodation.

Respectfully submitted

Jamie Gunn
Superintendent of Business & Treasurer

Grand Erie District School Board

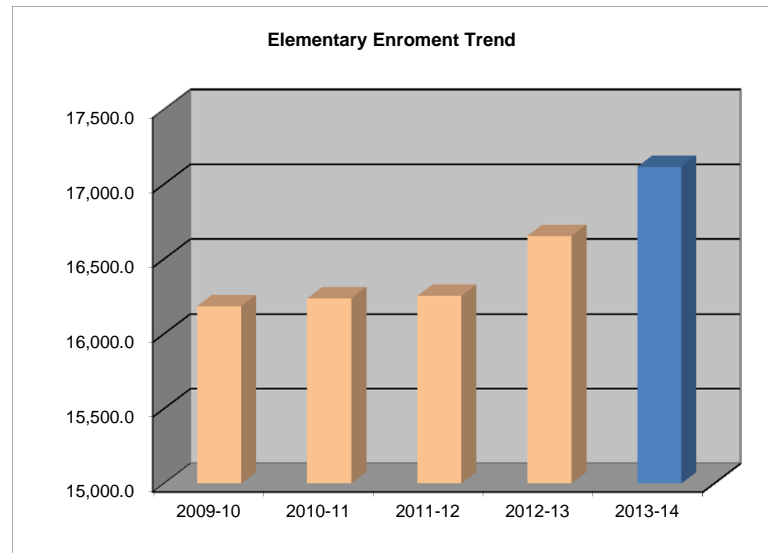
2013-14 Enrolment Update

D-2-a

Elementary

	2013-14 Enrolment	
	Projected	Actual *
Half Day JK/SK	909.0	920.0
Full Day JK/SK	2,330.0	2,515.0
Grade 1-3	5,102.0	5,156.0
Grade 4-8	8,690.0	8,689.0
Special Education (Ungraded)	301.0	297.0
Total	17,332.0	17,577.0
Adj ADE re JK & SK	(454.5)	(460.0)
ADE for Grant	16,877.5	17,117.0

Enrolment History (Actual)			
2009-10	2010-11	2011-12	2012-13
3,170.0	2,830.0	2,612.0	1,811.0
	420.0	664.0	1,537.0
5,155.0	5,072.0	5,095.0	5,102.0
9,141.0	9,045.0	8,883.0	8,804.0
303.0	285.0	305.5	306.0
17,769.0	17,652.0	17,559.5	17,560.0
(1,585.0)	(1,415.0)	(1,306.0)	(905.5)
16,184.0	16,237.0	16,253.5	16,654.5



* Actual Enrolments represent counts reported by Schools on September 30, 2013

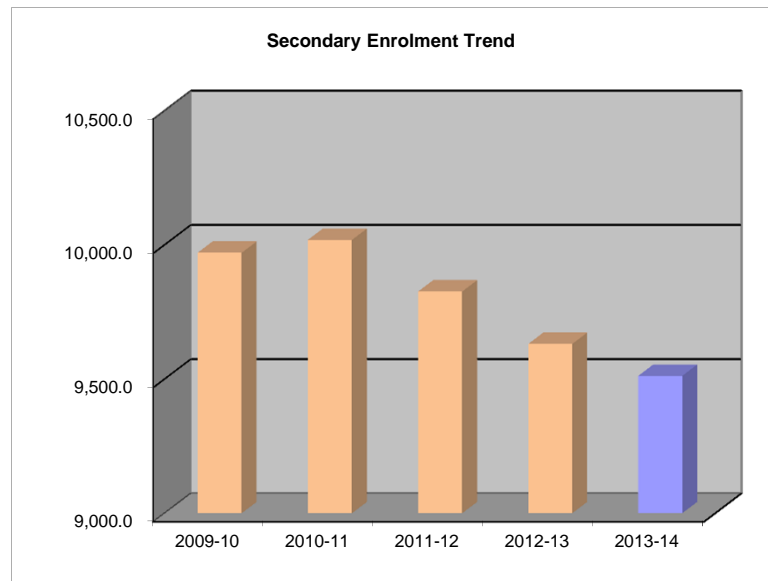
Grand Erie District School Board 2013-14 Enrolment Update

D-2-a

Secondary

	2013-14 Enrolment					
	Original Projection for Budget			Revised with Sept/13 Actuals*		
	31-Oct-13	31-Mar-14	2013-14 ADE	31-Oct-13	31-Mar-14	2013-14 ADE
Total Students	9,778.0	9,575.0		9,857.0	9,652.4	
Total FTE for Grant & Tuition	9,608.3	9,196.7	9,402.5	9,720.0	9,303.6	9,511.8

Enrolment History (Actual)			
2009-10	2010-11	2011-12	2012-13
9,970.3	10,018.5	9,826.2	9,630.8



* Actual Enrolments represent counts reported by Schools on September 30, 2013



GRAND ERIE DISTRICT SCHOOL BOARD

TO: John Forbeck, Director of Education and Secretary

FROM: Andy Nesbitt, Superintendent of Education

RE: **Data Report – Summer School Report**

DATE: October 21, 2013

Recommended Action: Motion by _____ Seconded by: _____
 THAT the Grand Erie District School Board receives the “Data Report – Summer School Annual Report”, as information.

Background

In 2013, Summer School was held in two locations: Brantford Collegiate Institute and Hagersville Secondary School. Summer school sites are selected using various criteria: availability, air conditioning, summer construction projects, and a central location in order to serve the maximum number of students and minimize transportation costs. The co-terminus board chose not to offer summer school in 2013. Both the Hagersville and Brantford sites offered Full Credit, Repeat Credit and Reach Ahead Credit courses.

Summer School Programs offer students the opportunity to make up for unsuccessful credit attempts in regular day school or upgrade their mark. In addition, summer school provides an opportunity to achieve additional credits to support students on their path to graduation.

Summer School 2013 Highlights

eLearning continued to be an area of growth at Summer School. Summer School was able to offer a full menu of eLearning courses which allowed students to choose the delivery model best suited to their needs. The eLearning mode of delivery also allowed students to take courses that would have otherwise been cancelled due to low enrolment. Summer School eLearning courses were offered in the applied/college/workplace streams to provide learning opportunities for students in all pathways.

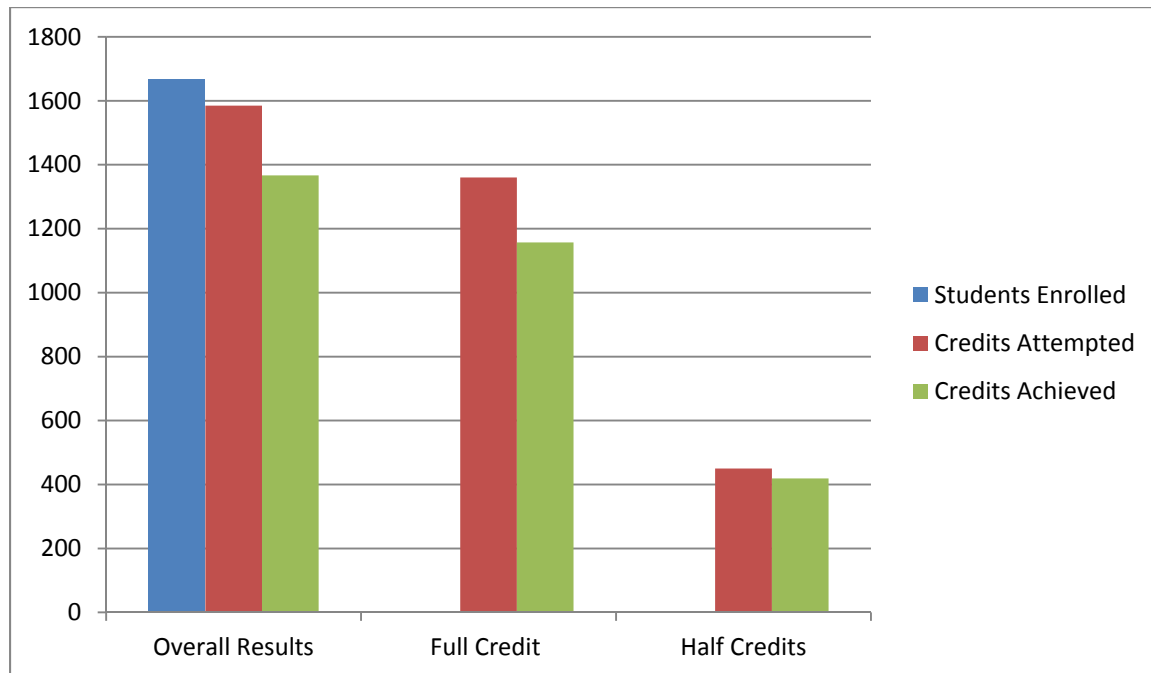
For a second year, Summer School partnered with St. Leonard’s Youth Employment to serve At-Risk Students by supporting summer work/co-op placements.

Once again, “Reach Ahead” credit choices were offered to provide both grade 7 and 8 students with the opportunity to study disciplines for which they have a particular interest. “Reach Ahead” courses also allow students to explore additional courses in the grade 9 and 10 timetable. The “Reach Ahead” courses offered this year included: Visual Arts, Drama, Business and Careers and Civics. These courses were also available for students in grades 10, 11 and 12, which provides more academic options for students in subsequent years.

“Passion Courses” continued to be offered for students in summer school. “Passion Courses” are high-interest courses that students were not able to participate in due to timetabling constraints and scheduling issues in the regular school year. This year, BCI delivered *Get Ready for Secondary School – Physical Education Course*.

New this year, Summer School offered a Literacy and Numeracy Program in Haldimand (HSS), Norfolk (SCS) and Brant (BCI), for students entering grades 7 and 8. This course offered students an opportunity to work on their literacy and numeracy skills in an environment that included exploring the arts and healthy active living activities.

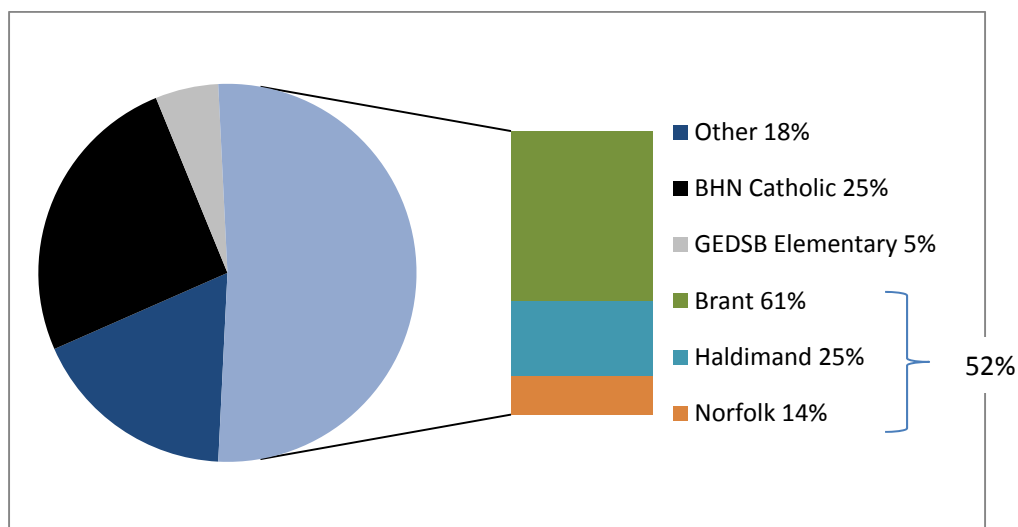
Credit Summary



Observations:

- a) 1668 students enrolled
- b) 1585 total credits attempted (1810 total courses attempted)
- c) 1360 full credit attempts, 1157 credits achieved, 85% rate of success
- d) 450 half credit attempts, 419 half credits achieved, 93% rate of success
- e) 1366.5 total credits achieved (1576 total courses completed successfully), 86% success rate

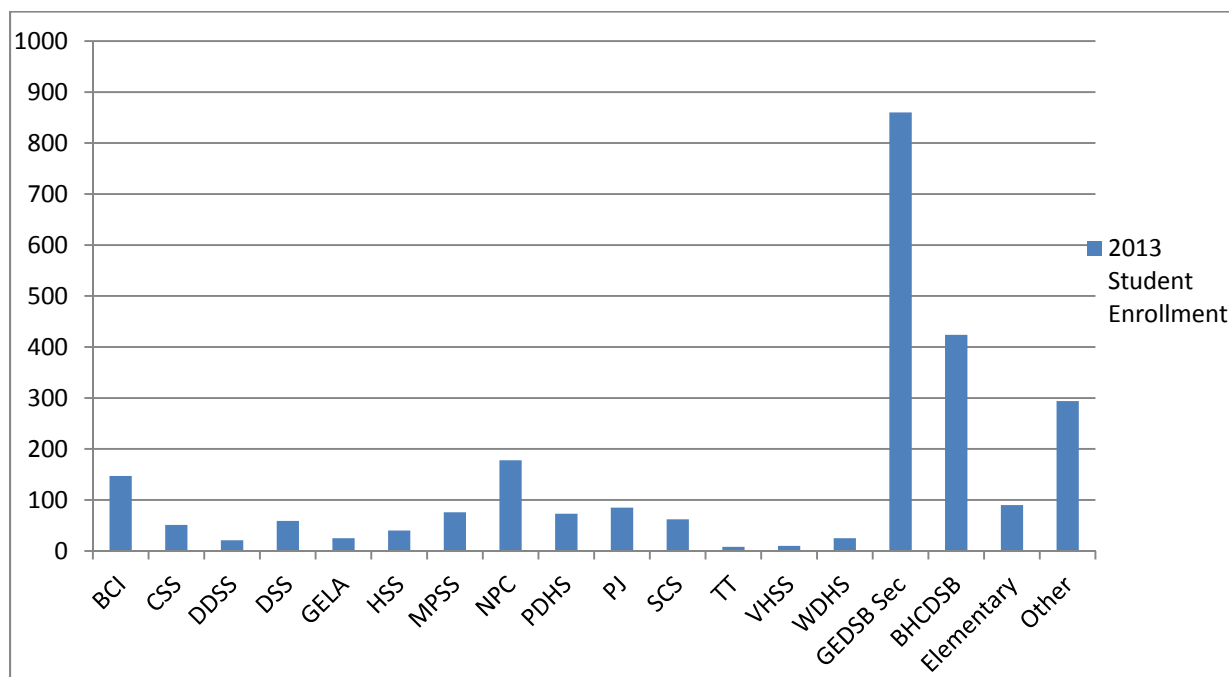
Summer School Demographics Enrolment



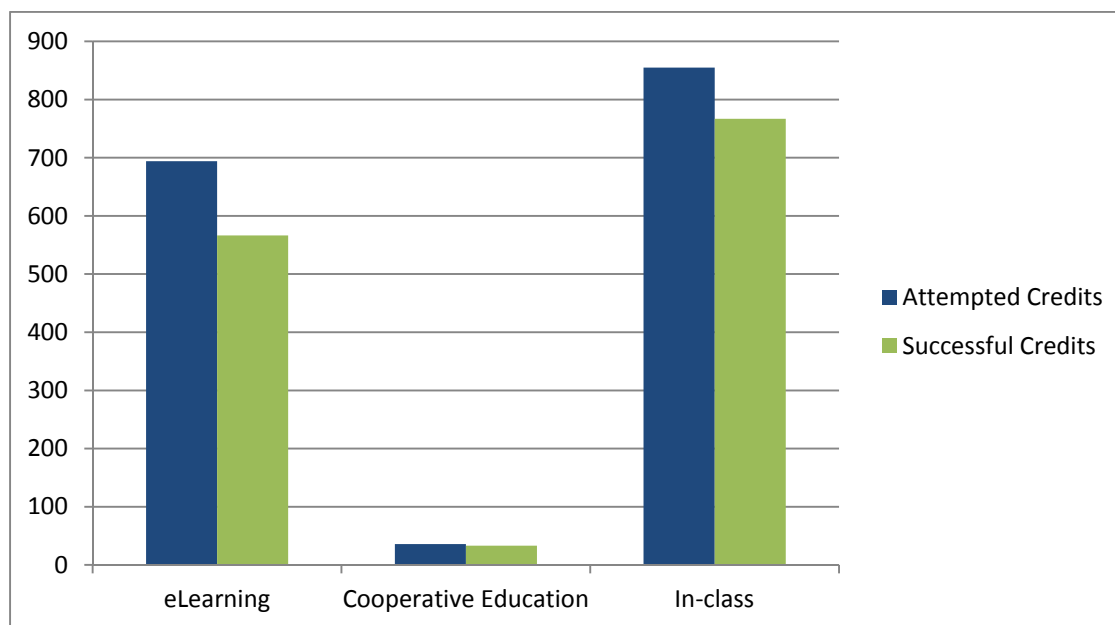
Observations:

- a) GEDSB secondary: 860
- b) GEDSB elementary: 90
- c) BHNCSD: 424
- d) Other: 294 (most of these students were out of board students taking eLearning Summer School Courses)

Enrollment by School/Group



Credit Summary by Mode



Observations:

- a) 542 eLearning full courses attempted and 418 credits were successful (77%)
- b) 304 eLearning half courses attempted and 297 half credits were earned (98%)
- c) Cooperative Educations 36 attempted credits and 33 were successful (92%)
- d) 782 In-class full courses attempted and 702 full courses were successful (90%)
- e) 146 In-class half courses attempted and 130 half courses were successful (89%)

Five Year Trend Data – Course Attempts

Grade/Mode	Pauline Johnson 2009	North Park 2010	North Park 2011	North Park 2012	BCI 2013
7-8	(gr. 8) 22	NA	25	42 *21 eLearning	62
9	314	246	160	188	160
10	341	396	337	297	294
11	358	276	217	147	126
12	409	282	240	146	102
co-op	11	17	38	32	36
e-learning	NA	NA	86	*430	844
Total	1455	1217	1103	1282	1624
Grade	McKinnon Park 2009	Hagersville 2010	Hagersville 2011	Hagersville 2012	Hagersville 2013
7-8	(gr. 8) 17	34	17	18	NA
9	52	172	92	83	71
10	53	156	100	81	71
11	0	81	72	49	30
12	0	53	37	31	14
Total	122	496	318	262	186
Grand Total	1577	1713	1421	1544	1810

In Summary

Summer School continues to support student achievement through programming that meets the diverse needs of our Grand Erie learners. Again this year, there was increased participation from students in reach ahead courses, high interest “passion” programs, and work experience co-op.

Grand Erie continues to offer new and diverse program choices that are slowly transforming the culture of summer school. No longer is Summer School entirely focused on students recovering failed credits. Summer School now meets various student needs, such as recovering lost credits, providing interest-based opportunities, allowing for reach ahead options, finding co-operative work experiences and engaging in courses not otherwise offered in day school, all using a variety of learning models.

Respectfully submitted,

Andy Nesbitt
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: John Forbeck, Director of Education & Secretary

FROM: Brenda Blancher, Superintendent of Education

RE: **Data Report - EQAO Board Report of the 2012-2013 Primary Division and Junior Division Assessment Results**

DATE: October 21, 2013

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Data Report – EQAO Board Report of the 2012-2013 Primary Division and Junior Division as information.

1.0 Background:

- 1.1 The Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1-3) and Junior Division (Grades 4-6) are administered annually to all eligible students at the end of the Primary Division (Grade 3) and the end of the Junior Division (Grade 6).
- 1.2 The Primary and Junior EQAO assessment measures how well students have met the provincial expectations in The Ontario Curriculum, Grades 1-8. Each assessment covers the knowledge and skills in Reading, Writing and Mathematics that students are expected to have acquired by the end of the grade.
- 1.3 The assessment was conducted between May 27 and June 7, 2013, over a period of up to six days. There were six test sessions with two sessions spent on each booklet. Students typically completed a session in one hour. However, they were permitted to have additional time, as long as it was in one continuous sitting.
- 1.4 In 2013, 1,685 Grade 3 students and 1,911 Grade 6 Grand Erie students wrote the assessment.

2.0 Additional Information

- 2.1 The 2013 assessment was comprised of three booklets, one for Mathematics and two for Language. Each booklet contained both operational and field-test Reading, Writing and Mathematics items. The operational items counted toward a student's achievement while the field-test materials were assessed for suitability as future test items.
- 2.2 The 2013 assessment included:
 - six fiction and non-fiction Reading selections, followed by multiple choice and open response questions.
 - long and short Writing tasks followed by multiple choice questions
 - Mathematics tasks which required students to demonstrate knowledge, application and problem solving skills while completing multiple choice and open response questions.

2.3 EQAO reports data using two methods, “All Students” and “Participating Students”.

“All Students” data is reported as a percentage for all students in the grade (i.e. students at all four levels of achievement and those who are exempt, no data or NE1). Exempt students are those who were formally exempted from participation in one or more components of the assessment. No data includes non-exempt students who did not complete any part of the assessment due to absence or for medical or other reasons.

NE1 or not enough evidence for level one is used when pupils did not demonstrate enough evidence to be assigned level 1.

“Participating Students” data is reported as a percentage of those students who took part in the assessment (i.e. students at the four levels of achievement and those in the NE1 category). Students in the exempt or no data categories are excluded from this data.

3.0

Summary Table GEDSB and Provincial Results: Level 3 and 4 - ALL Students

Year	Primary Division (Grades 1-3)			Junior Division (Grades 4-6)		
	Reading	Writing	Math	Reading	Writing	Math
Grand Erie Results-All Students						
08 - 09	54	60	62	63	57	52
09-10	57	62	62	66	58	51
10-11	58	62	59	64	58	43
11-12	57	64	56	70	60	46
12-13	60	66	57	68	64	47
Provincial Results-All Students						
08 - 09	61	68	70	69	67	63
09-10	62	70	71	72	70	61
10-11	65	73	69	74	73	58
11-12	66	76	68	75	74	58
12-13	68	77	67	77	76	57

3.1

Summary Table GEDSB and Provincial Results: Level 3 and 4 - PARTICIPATING Students

Year	Primary Division (Grades 1-3)			Junior Division (Grades 4-6)		
	Reading	Writing	Math	Reading	Writing	Math
Grand Erie Results - Participating Students						
08 - 09	56	62	64	65	60	54
09-10	58	64	63	68	60	53
10-11	60	64	61	66	60	44
11-12	58	66	58	72	62	47
12-13	62	68	58	70	66	48
Provincial Results - Participating Students						
08 - 09	63	71	73	72	70	65
09-10	64	73	73	74	72	63
10-11	67	75	70	76	75	60
11-12	68	78	70	77	76	60
12-13	70	79	69	79	78	58

3.2

Summary Table GEDSB and Provincial Results:

Level 2, 3 and 4: PARTICIPATING Students

Year	Primary Division (Grades 1-3)			Junior Division (Grades 4-6)		
	Reading	Writing	Math	Reading	Writing	Math
Grand Erie Results - Participating Students						
08 - 09	86	99	96	93	99	90
09-10	89	100	96	93	99	91
10-11	88	100	95	93	100	83
11-12	88	99	94	95	99	84
12-13	91	98	94	96	98	85
Provincial Results - Participating Students						
08 - 09	90	99	97	94	99	93
09-10	90	100	97	94	99	93
10-11	92	100	96	96	100	90
11-12	92	100	96	96	99	90
12-13	94	99	97	98	98	88

Results for Participating Students: Primary Division (Grades 1-3)	
Data-Based Observations:	Analysis and Next Steps
<p>In the Primary Division, the percentage of students at Level 3 and 4 on the 2012-13 assessment in Reading increased by 4%, from 58% in 2012 to 62% in 2013. The percentage of primary students scoring Level 2 on the 2013 assessment in Reading was 29% (30% in 2012).</p> <p>For results over time for Participating Students, see Appendix A.</p> <p>For 2.7-2.9 Results, see Appendix B.</p> <p>In Writing, the percentage of students at Level 3 and 4 increased by 2%, from 66% in 2012 to 68% in 2013. The percentage of primary students scoring Level 2 on the 2013 assessment in Writing was 30% (34% in 2012).</p> <p>In Mathematics, the percentage of students at Level 3 and 4 remained constant in 2013 at 58%. The percentage of primary students scoring level 2 on the 2013 assessment in Mathematics was 36% (36% in 2012).</p>	<p>Results in Grand Erie have remained relatively stable compared to the previous year, with increases ranging from 0% to 4%. The results at the provincial level also have remained stable with ranges from 1% to 2%. GEDSB continues to have a large percentage of Grade 3 students scoring Level 2 in Reading (29%), Writing (30%) and Mathematics (36%).</p> <p>In GEDSB, a large amount of participating students achieved 2.7-2.9:</p> <ul style="list-style-type: none"> 14% achieved 2.7-2.9 in Reading, 19% achieved 2.7-2.9 in Writing, and 20% achieved 2.7-2.9 in Mathematics. <p>Percentage of students scoring high level two or above (2.7 or higher)</p> <ul style="list-style-type: none"> 76 % achieved 2.7 or above in Reading, 87% achieved 2.7 or above in Writing, and 78% achieved 2.7 or above in Mathematics. <p>A continued emphasis must be placed on increasing the number of students performing at the provincial standard (Level 3) or above. At the primary level, 91% of students are performing at a Level 2 or higher in Reading, 98% in Writing and 94% in Mathematics.</p> <p>Along with results, each school received EQAO's Profile of Strengths and Areas for Improvement for the Grade 3 and 6 students who wrote the 2013 assessment. This profile provides an overview of the types of questions, outlining the question types the students did well on and the question types where further instruction is needed for students to perform at the provincial standard.</p> <p>All schools have been provided with an EQAO support package, consisting of sample questions from past Primary and Junior EQAO assessment for Reading, Writing and Mathematics to use to support student readiness for EQAO. In August and September of 2013, Elementary principals were offered support in understanding the new web-based reporting tool and how to use their results to plan for next steps at the school level. New elementary principals along with two teachers were offered the opportunity to attend a session September 20th hosted by the EQAO outreach division to receive support in understanding School Item Information Report (IIR) Results and using EQAO data in school improvement planning. Principals used the October 11th PD Day to lead their staff in unpacking EQAO results to ensure that all staff are aware of the expectations and trends of the EQAO assessment and understand what they can do at the individual classroom level to prepare students for success on the EQAO assessment.</p> <p>We will continue to establish a culture of high expectations for student engagement, learning, achievement and well-being. Full implementation of the GEDSB Literacy Profile will continue to be a System Standard and continues to be an area of emphasis in the Board Improvement Plan. Professional development for principals and teachers will focus on assessment for, as and of learning, and comprehensive literacy and numeracy. This focused learning will be facilitated through system initiatives (e.g., Collaborative Inquiry (SIM, TLCPs), SEF District Support, and First Steps In Mathematics training). Differentiated instruction and creating a responsive learning environment that meets the needs of all students continues to be a focus of all system professional learning opportunities.</p> <p>We will continue to build connections and coherence among curriculum, instruction and assessment to address the diverse learning needs of students (e.g., through the GEDSB</p>

	Assessment System Standards, primary teachers will determine instructional and independent reading levels for all primary students (e.g., complete ongoing running records of their students' reading performance). The Developmental Reading Assessment (DRA) will be administered twice a year (between September 15-30 and between May 1-15). Results will be entered into the Student Data Warehouse, and teachers will use information gleaned from the DRA and running records data to inform their instruction.
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Results for Participating Students: Junior Division (Grades 4-6)

Data- Based Observations:	Analysis and Next Steps
<p>In the Junior Division, the percentage of students scoring Level 3 and 4 on the 2013 Reading assessment decreased by 2%, from 72% in 2012 to 70% in 2013. The percentage of junior students scoring Level 2 on the 2012 assessment in Reading was 26% (24% in 2012).</p> <p>For results over time for Participating Students, see Appendix A.</p> <p>For 2.7-2.9 Results, see Appendix B.</p> <p>The percentage of students scoring Level 3 and 4 on the 2013 Writing assessment increased by 4%, from 62% in 2012 to 66% in 2013. The percentage of junior students scoring Level 2 on the 2013 assessment in Writing was 32% (37% in 2012).</p> <p>The percentage of students scoring Level 3 and 4 on the 2013 Mathematics assessment was 48%, which was a 1% increase from the 2012 results (47%). The percentage of junior students scoring Level 2 on the 2013 assessment in Mathematics</p>	<p>Results in Grand Erie have remained relatively stable compared to the previous year, with increases and decreases ranging from 1% to 4%. Provincial results show stability and little change, with results differing between 1% to 3%</p> <p>GEDSB continues to have a large percentage of Grade 6 students scoring Level 2 in Reading (26%), Writing (32%) and Mathematics (37%).</p> <p>In GEDSB, a large amount of participating students achieved 2.7-2.9:</p> <ul style="list-style-type: none"> 15% achieved 2.7-2.9 in Reading, 16% achieved 2.7-2.9 in Writing, and 17 % achieved 2.7-2.9 in Mathematics. <p>Percentage of students scoring high level two or above (2.7 or higher)</p> <ul style="list-style-type: none"> 85 % achieved 2.7 or above in Reading, 82 % achieved 2.7 or above in Writing, and 65% achieved 2.7 or above in Mathematics. <p>At the junior level, 96% of students are performing at a Level 2 or higher in Reading, 98% in Writing and 85% in Mathematics.</p> <p>Grand Erie has made great gains moving student achievement forward. Continued emphasis must be placed on increasing the number of students performing at Level 3 and 4. In efforts to help teachers to build understanding of effective instruction that is focused on curriculum expectations, including the development and use of learning goals, success criteria and descriptive feedback to improve student learning, we will continue to provide differentiated professional learning opportunities in response to the needs of educators, identified through student achievement data. Through Collaborative Inquiry learning opportunities (e.g., TLCs, Math Learning Cycles, SIM) administrators and teachers will engage in collaborative learning with a collective focus on student learning for all.</p> <p>Through the implementation of the Fundamental Principles in <i>Growing Success- Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, 2011</i> teachers will move towards using success criteria and learning goals with their students and provide students with descriptive feedback that is clear, specific, meaningful and timely to support improved learning and achievement. All of these needs will be addressed through the Collaborative Inquiry sessions, the Teaching-Learning Critical Pathway process and Board and Ministry supports.</p> <p>Full implementation of the GEDSB Literacy Profile will continue to be a System Standard. Professional development for principals and teachers focused on assessment and comprehensive literacy/ numeracy programs will be part of Collaborative Inquiry, Teaching Learning Critical Pathways, SEF District Support and professional learning opportunities for</p>

was 37% (37% in 2012).	the 2013-2014 school year. Targeted professional learning to provide educators with the knowledge to effectively implement educational technology tools in their daily classroom practice (for instruction and accommodations) will continue to be a focus to promote student engagement and achievement.
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Results Related to Gender																										
Data- Based Observations:	Analysis and Next Steps																									
<p>In 2013, 48% of the Grade 3 students who wrote the assessment were female and 52% were male, and 48% of the Grade 6 who students wrote the assessment were female and 52% were male.</p> <p>For results by gender in the Primary Division (Grades 1-3) and Junior Division (Grades 4-6), see Appendix C.</p>	<p>Results in Reading, Writing and Mathematics, 2012–2013 by Gender for ALL students at or above Provincial Standard (Levels 3 and 4) are as follows:</p> <table><tr><td>Primary</td><td>Female</td><td>Male</td></tr><tr><td>Reading</td><td>66</td><td>55</td></tr><tr><td>Writing</td><td>74</td><td>59</td></tr><tr><td>Mathematics</td><td>58</td><td>55</td></tr></table> <table><tr><td>Junior</td><td>Female</td><td>Male</td></tr><tr><td>Reading</td><td>73</td><td>63</td></tr><tr><td>Writing</td><td>82</td><td>71</td></tr><tr><td>Mathematics</td><td>67</td><td>66</td></tr></table> <p>When comparing the Grade 3 males to females and the percentage of Level 3 and 4 results, males scored 11% lower in Reading, 15% lower in Writing, and 3% lower in Mathematics (as compared the 2012 results of 9% lower for Reading, 19% lower for Writing and 2% lower for Mathematics).</p> <p>When comparing the Grade 6 males to females and the percentage of Level 3 and 4 results, males scored 10% lower in Reading, 12% lower in Writing, and 1% lower in Mathematics (as compared to 9% lower in Reading, 1% in lower Writing and 6% lower for Mathematics in 2012).</p> <p>The gender gap in between achievement levels between boys and girls remains an area of concern across Grand Erie and the Province.</p> <p>Provincial trends reported by EQAO indicate that girls continue to outperform boys on multiple-choice and open-response questions for all reading selections. The smallest gap occurred on questions relating to the long narrative. The largest gap occurred on questions relating to the poem and short narrative. In Grand Erie, the overall performance gap between girls and boys for reading selections is moderate but has increased slightly since 2012 (Primary males scored 11% lower than females in Reading in 2013, compare to 9% lower in Reading in 2012. Junior males performed 10% lower than females in Reading in 2013, compared with 9% lower in 2012).</p> <p>To close the achievement discrepancy between males and females, schools need to continue to have reading materials in classrooms to fully engage male learners and have writing topics that are relevant for both male and female pupils. Student groups will benefit from targeting reading achievement by individual and groups of students and monitoring the evidence of interventions, the use of individual and small-group instruction to support each child’s literacy development, and differentiated instruction to optimize student reading comprehension through focused lessons in small groups (e.g., implement strategies such as</p>		Primary	Female	Male	Reading	66	55	Writing	74	59	Mathematics	58	55	Junior	Female	Male	Reading	73	63	Writing	82	71	Mathematics	67	66
Primary	Female	Male																								
Reading	66	55																								
Writing	74	59																								
Mathematics	58	55																								
Junior	Female	Male																								
Reading	73	63																								
Writing	82	71																								
Mathematics	67	66																								

	those suggested in the Ministry of Education resource <u>Me Read? No Way!</u>
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Appendices:

Appendix A - Results Over Time for Participating Students: Primary Division (Grades 1-3) and Junior Division (Grades 4-6).

Appendix B - Results of Level 2.7 to 2.9: Primary and Junior Division

Appendix C - Results by Gender: Primary Division (Grades 1-3) and Junior Division (Grades 4-6)

Respectfully Submitted,

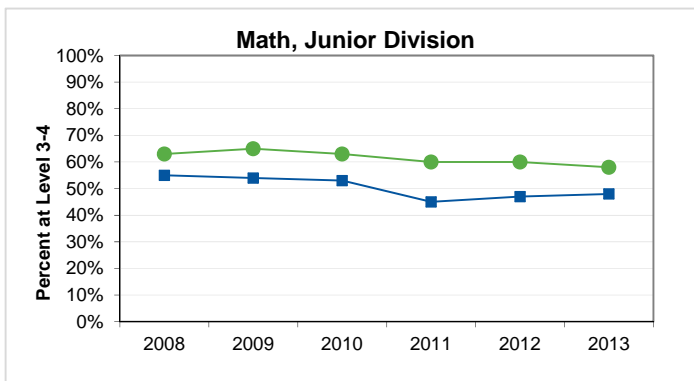
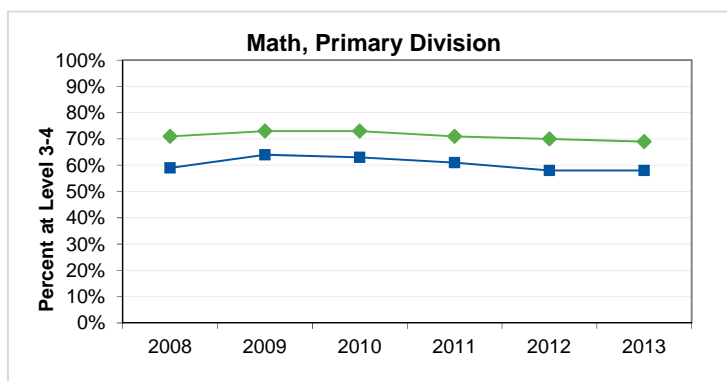
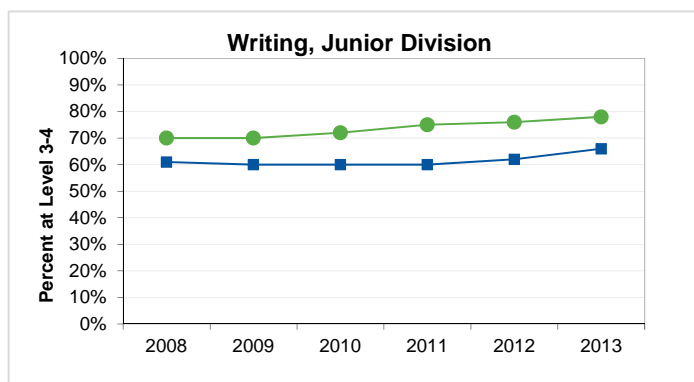
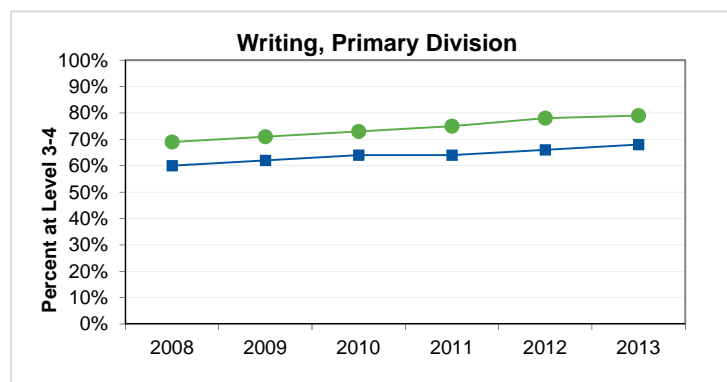
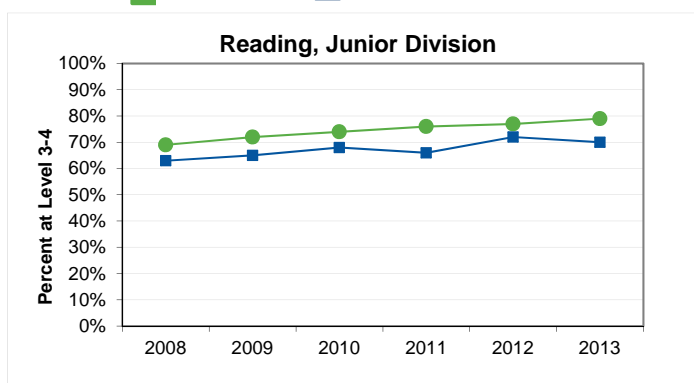
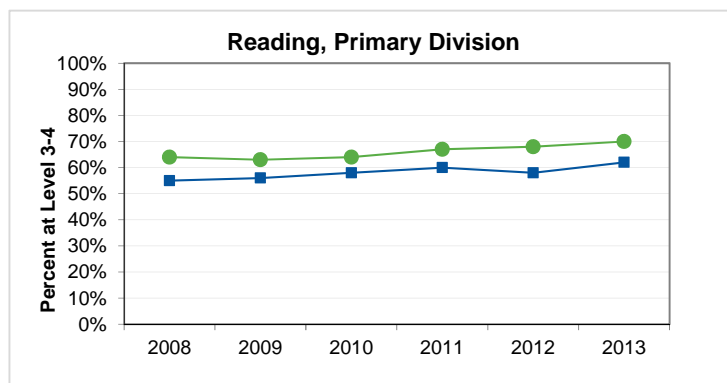
Brenda Blancher,
Superintendent of Education



Appendix A

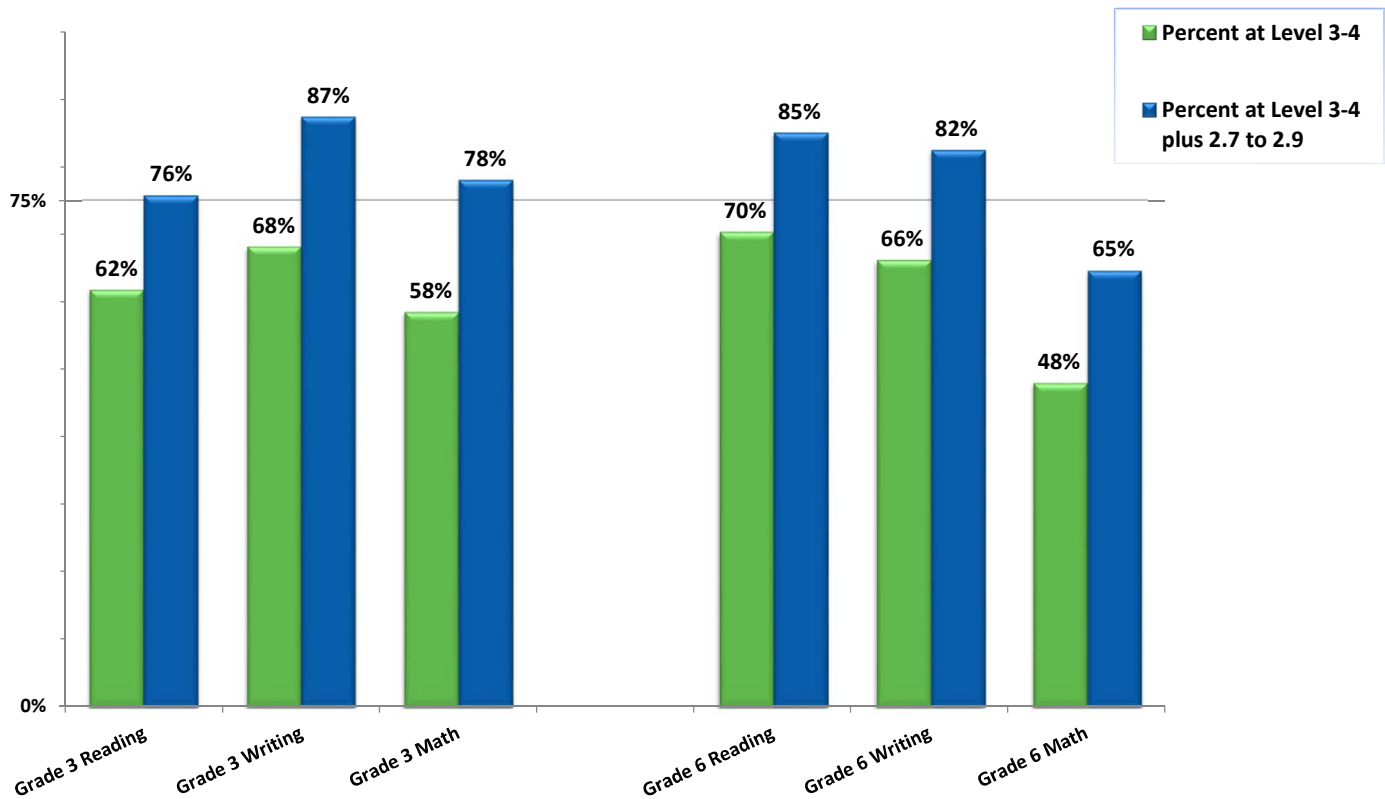
EQAO Results Over Time for Participating Students: Primary and Junior Divisions

Province Board





Appendix B
EQAO 2013 Results of Level 2.7 to 2.9
Primary and Junior Divisions



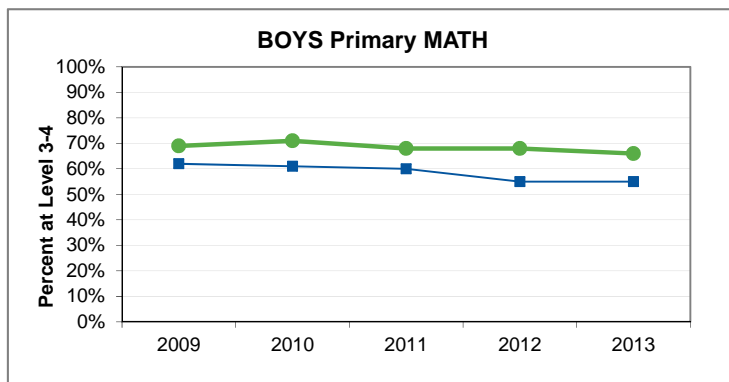
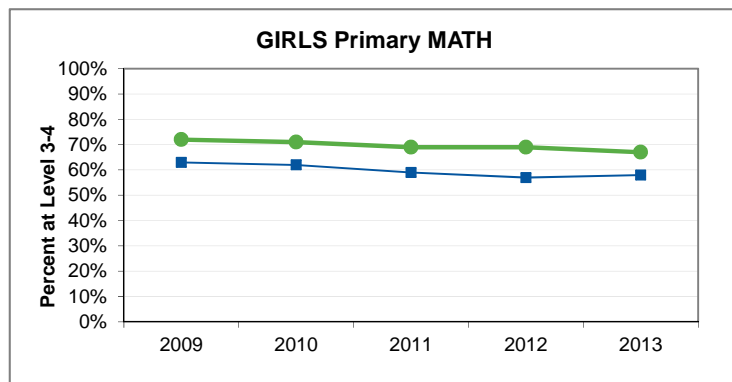
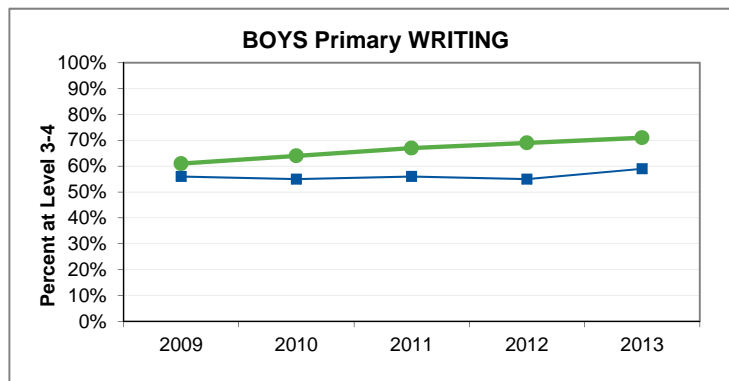
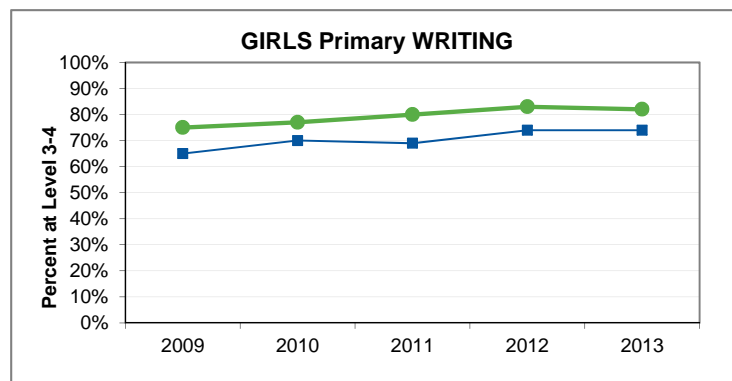
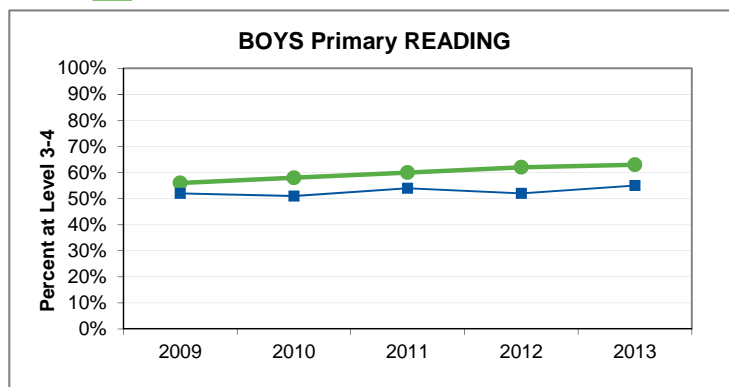
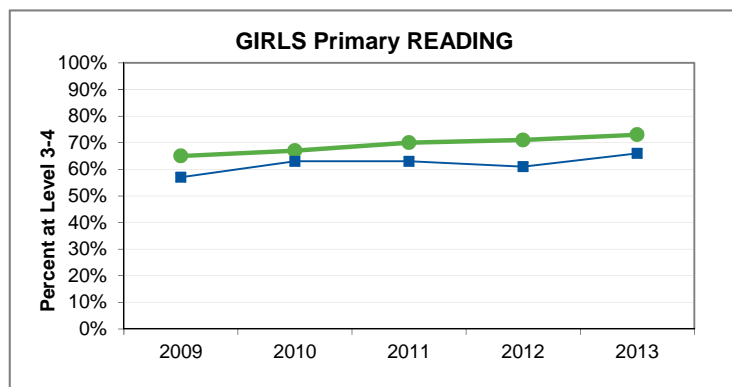
Subject	Count Total students	Count Level 3-4	Count Level 2.7 - 2.9	Percent at Level 2.7 - 2.9	Percent at Level 3-4	Percent at Level 3-4 plus 2.7 to 2.9
Grade 3 Reading	1635	1009	229	14%	62%	76%
Grade 3 Writing	1637	1115	315	19%	68%	87%
Grade 3 Math	1636	956	320	20%	58%	78%
Grade 6 Reading	1856	1305	272	15%	70%	85%
Grade 6 Writing	1858	1228	303	16%	66%	82%
Grade 6 Math	1854	889	309	17%	48%	65%



Appendix C

EQAO 2013 Results by Gender: Primary Division (Grades 1-3)

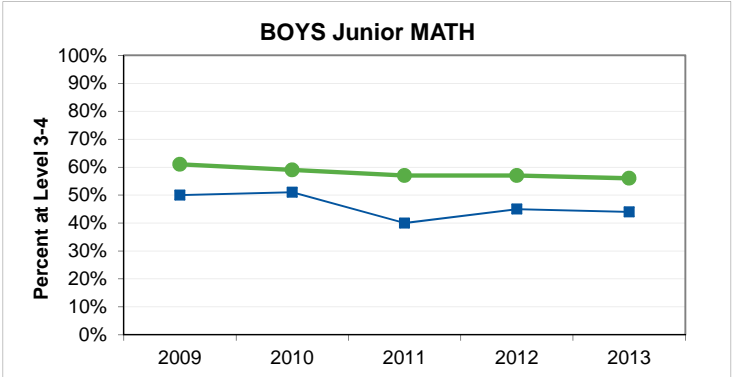
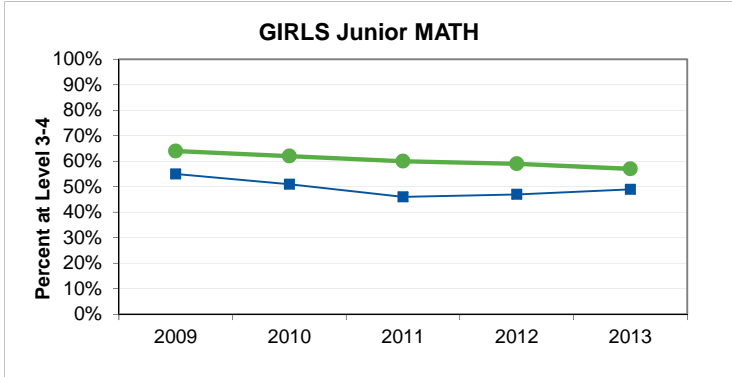
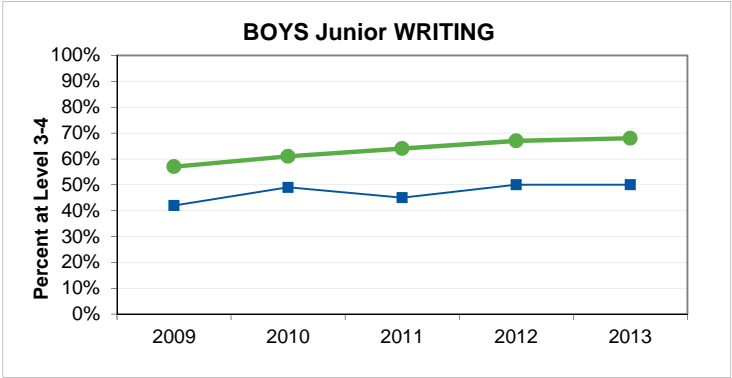
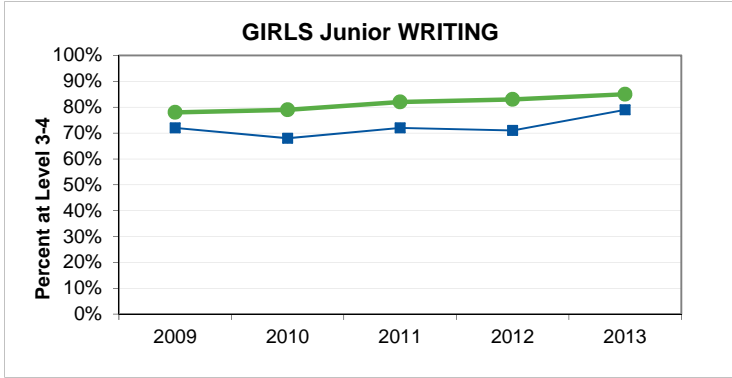
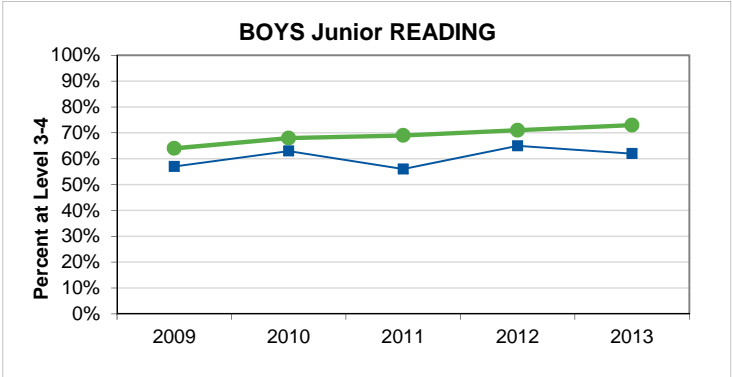
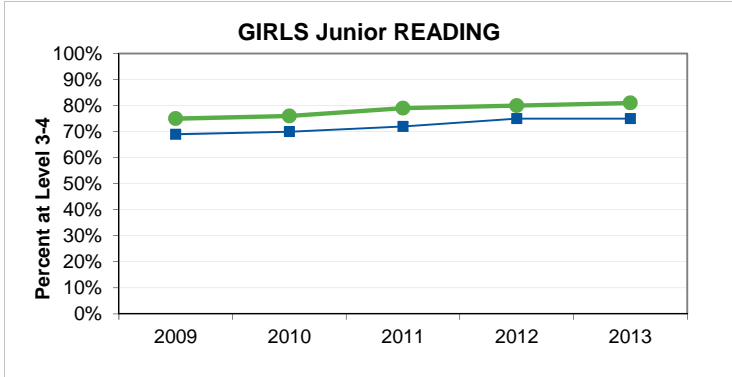
Province Board





Appendix C
EQAO 2013 Results by Gender: Junior Division
(Grades 4-6)

Province Board



Summary of 2012-13 Results for Fully Participating Students with Special Education Needs	
Gr. 3 and Gr. 6 EQAO	Analysis and Next Steps
<p>Gr. 3 Reading</p> <ul style="list-style-type: none"> -38% of students with Special Education needs (excluding Gifted) were at Levels 3 & 4, compared to 41% in Ontario -56% were at Level 2, compared to 41% in Ontario -40% of students with a Learning Disability were at Levels 3 & 4 compared to 45% in Ontario -33% of students with a Learning Disability were at Level 2 compared to 41% in Ontario -31% of students who accessed the accommodation of a different presentation format (Assistive Technology) were at Levels 3 & 4 compared to 40% in Ontario -42% of students who accessed the accommodation of a different response format (Assistive Technology) were at Levels 3 & 4 compared to 43% in Ontario <p>Gr. 3 Writing</p> <ul style="list-style-type: none"> -49% of students with Special Education needs (excluding Gifted) were at Levels 3 & 4, compared to 60% in Ontario -49% of students were at Level 2, compared to 38% in Ontario -56% of students with a Learning Disability were at Levels 3 & 4 compared to 63% in Ontario -38% of students with a Learning disability were at Level 2 compared to 35% in Ontario -34% of students who accessed the accommodation of a different presentation format (Assistive Technology) were at Levels 3 & 4 compared to 57% in Ontario -39% of students who accessed the accommodation of a different response format (Assistive Technology) were at Levels 3 & 4 compared to 58% in Ontario <p>Gr. 3 Math</p> <ul style="list-style-type: none"> -30% of students with Special Education needs (excluding Gifted) were at Levels 3 & 4, compared to 38% in Ontario -56% of students were at Level 2, compared to 49% in Ontario -21% of students with a Learning Disability were at Levels 3 & 4 compared to 38% in Ontario -71% of students with a Learning Disability were at Level 2 compared to 49% in Ontario -22% of students who accessed the accommodation of a different presentation format (Assistive Technology) were at Levels 3 & 4 compared to 35% in Ontario -18% of students who accessed the accommodation of a different response format (Assistive Technology) were at Levels 3 & 4 compared to 37% in Ontario 	<p>Results for students with special education needs indicate two specific areas for improved practice: the documentation and provision of appropriate accommodations, and the consistent use of Assistive Technology and Special Equipment Amount (SEA) equipment.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> -Follow up to 2012-13 IEP audits and provision of resources for schools to highlight best practices for the effective accommodations of instruction, assessment and evaluation -Sharing of results of 2013 schools and system IEP audits at Family of Schools meetings -Follow-up on IEP implementation by Family of Schools Superintendents during school visits -Collaborative development with Administrators re next steps for schools in IEP development and reviews, development of a resource providing information on “Look-Fors” in classrooms to ensure the effective implementation of IEPs
<p>Gr. 6 Reading</p> <ul style="list-style-type: none"> -46% of students with Special Education needs (excluding Gifted) were at Levels 3 & 4, compared to 48% in Ontario -43% of students were at Level 2 compared to 42% in Ontario -30% of students with a Learning Disability were at Levels 3 & 4 compared to 50% in Ontario -53% of students with a Learning Disability were at Level 2 compared to 42% in Ontario -27% of students who accessed the accommodation of a different presentation format (Assistive Technology) were at Levels 3 & 4 compared to 44% in Ontario -35% of students who accessed the accommodation of a different response format (Assistive Technology) were at Levels 3 & 4 compared to 47% in Ontario <p>Gr. 6 Writing</p> <ul style="list-style-type: none"> -39% of students with Special Education needs (excluding Gifted) were at Levels 3 & 4, compared to 47% in Ontario -54% of students were at level 2, compared to 49% in Ontario 	<ul style="list-style-type: none"> -Continuation of IEP audits at school and board level to highlight for schools best practices for effective accommodations -Lead EA for SEA will continue to work with students on the use of Assistive Technology and their particular SEA software and train staff at these sessions as well as at after-school workshops throughout the Board -Continue the focused strategy of building classroom and learning Resource teachers’ capacity with the use of Assistive Technology

<p>-19% of students with a Learning Disability were at Levels 3 & 4 compared to 45% in Ontario</p> <p>-71% of students with a Learning disability were at Level 2 compared to 51% in Ontario</p> <p>-21% of students who accessed the accommodation of a different presentation format (Assistive Technology) were at Levels 3 & 4 compared to 41% in Ontario</p> <p>-10% of students who accessed the accommodation of a different response format (Assistive Technology) were at Levels 3 & 4 compared to 43% in Ontario</p> <p>Gr. 6 Math</p> <p>-23% of students with Special Education needs (excluding Gifted) were at Levels 3 & 4, which mirrored the results in Ontario</p> <p>-39% of students were at Level 2, compared to 40% in Ontario</p> <p>-8% of students with a Learning Disability were at Levels 3 & 4 compared to 22% in Ontario</p> <p>-43% of students with a Learning Disability were at Level 2 compared to 41% in Ontario</p> <p>-9% of students who accessed the accommodation of a different presentation format (Assistive Technology) were at Levels 3 & 4 compared to 20% in Ontario</p> <p>-10% of students who accessed the accommodation of a different response format (Assistive Technology) were at Levels 3 & 4 compared to 23% in Ontario</p>	<p>with after school sessions</p> <p>-Project in two schools with Grade 6 classes with students, classroom teachers, and LRT to train in the use of Premier Assistive Technology, and Smart Ideas; focus on learning how to answer the specific types of questions on the Grade 6 EQAO test</p>
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Results Relating to English Language Learners (ESL and ELD)

In 2013, 2% of the Grade 3 and Grade 6 students who wrote the assessment were reported as English Language Learners (ELL).

Although the percentage of ELL students in Grand Erie is low, there are a few schools that have larger populations of English Language Learners. The individual school's results need to be considered within the context of high ELL populations that migrate. The administrators of these schools have additional next steps to consider when planning for improvement.

Appendices A and B identify schools with a higher percentage of ELL pupils under the "Considerations" section of the table.

Provincial data for 2013 indicates that Reading, Writing and Mathematics results for all students decreased across all areas in both the Primary Division (Grades 1-3) and Junior Division (Grades 4-6). However, all participating students in the Junior Division demonstrated enough evidence of knowledge and understanding to be assigned a level.

In Grand Erie, five Itinerant ELL teachers and two Educational Assistants work closely with students and classroom teachers to provide support for ELL learners. The ELL teachers are assigned to a number of schools throughout the Board and work with students who are in their early steps of language acquisition. The two Educational Assistants are assigned to a school with high ELL population who migrate.

In 2013, it was reported that 82% Primary English Language Learners and 89% of Junior English Language Learners participated fully in all aspects of the assessment.

Results by division for ELL students are as follows:

Primary Division: ELL

Reading - 18% scored level 3 and 4 (29% in 2012)

Writing - 32% scored level 3 and 4 (39% in 2012)

Mathematics - 30% scored level 3 and 4 (35% in 2012)

Junior Division: ELL

Reading - 13% scored level 3 and 4 (60% in 2012)

Writing - 13% scored level 3 and 4 (60% in 2012)

Mathematics - 18% scored level 3 and 4 (50% in 2012)

The population of ELL pupils in Grand Erie continues to grow and special consideration must be provided for these pupils to help them participate in EQAO successfully, including making maximum use of the allowable EQAO accommodations and assistive technology through the school year. Values reported suggest the number of English Language Learners (ELL) is lower than would be expected in Grand Erie; to ensure valid reporting, in-servicing will be provided to all administrators regarding proper reporting of English Language Learners using the EQAO Student Data Collection System.

Results Relating to Compensatory Education Schools

In 2012-2013, the board identified the following schools as Compensatory Education Schools:

Agnes G. Hodge PS
 Bellview PS
 Central PS, Brantford
 Delhi PS
 Elgin Ave. PS
 Graham Bell-Victoria PS
 Grandview Brantford
 Houghton
 King George S
 Langton S
 Major Ballachey PS
 Prince Charles PS
 Princess Elizabeth PS
 Thompson Creek
 West Lynn PS
 Woodman-Cainsville

For results by Compensatory Education Schools in the Primary Division (Grades 1-3) and Junior Division (Grades 4-6), see Appendix C.

For results over time by Compensatory Education Schools in the Primary Division (Grades 1-3) and Junior Division (Grades 4-6), see Appendix D.

2013 EQAO results for Compensatory Schools indicate that majority of students in the Primary and Junior division for Reading, Writing and Mathematics fall in the Level 2 and Level 3 range. The percentage of students with Special Needs was higher on average in Compensatory Education schools as compared with all the school in GEDSB.

Primary Results: Compensatory Schools

	Reading	Writing	Mathematics
Level 3 & 4	44% (37% in 2012)	49% (44% in 2012)	37% (35% in 2012)
Level 2	39%	48%	52%

Junior Results: Compensatory Schools

	Reading	Writing	Mathematics
Level 3 & 4	56% (61% in 2012)	51% (44% in 2012)	37% (31% in 2012)
Level 2	38%	45%	41%

The results for all areas in Primary and Junior were lower in Compensatory Schools, however, when Level 2, 3 and 4 students were compared, the gap was significantly narrower, meaning there are a proportionally higher number of students achieving Level 2 in Compensatory Education Schools than there are across the board.

The strategies to address the gaps in Compensatory Education Schools include additional Learning Resource teacher support and implementation of the Leveled Literacy Intervention (LLI) system in the early primary grades. Compensatory Education Schools are also given extra support by Elementary Program staff to support SSI-JI and SIM work and given prioritized funding allocation to run after-school Booster Clubs and Summer Literacy Camps. Continued focus on closing the gap in the early primary years will remain a focus in the 2013-14 schools year, and the highest needs Compensatory Education school will participate in the School Support Initiative – Junior/Intermediate (SSJI) project to focus on Junior – Intermediate student learning needs.

Results Relating to FNMI Students

In 2012-2013, EQAO reported that 44 FNMI students wrote the Primary EQAO Assessment, and 39 FNMI wrote the Junior EQAO assessment.

Although the number of FNMI students is lower than the actual number of FNMI students in Grand Erie, there are schools that have a larger population of FNMI students. The individual school's results need to be considered with the context of a high FNMI student population. The administrators of these schools have additional next steps to consider when planning for improvement.

For results for Aboriginal Education over time in the Primary Division (Grades 1-3) and Junior Division (Grades 4-6), see Appendix E.

For results for Aboriginal Education – students achieving at Level 2.7 to 2.9, see Appendix F.

GEDSB has identified Aboriginal education as one of its key priorities, with a focus to improve achievement among First Nation, Métis, and Inuit students and to close the gap between Aboriginal and non-Aboriginal students in the areas of literacy and numeracy. In Grand Erie, an Aboriginal Education Teacher Consultant, K-12 works with classroom teachers to provide support for FNMI learners. This consultant is expected to work with all schools and focuses on the schools with a high FNMI student population.

Results for the Primary Division were as follows:

FNMI Level 3 & 4

Reading - 57% scored level 3 or 4

Writing - 52% scored level 3 or 4

Mathematics - 45% scored level 3 or 4

FNMI Level 2, 3 & 4

Reading - 82% scored level 2, 3 or 4

Writing - 93% scored level 2, 3 or 4

Mathematics - 86% scored level 2, 3 or 4

Results for the Junior Division were as follows:

FNMI Level 3 & 4

Reading - 74% scored level 3 or 4

Writing - 62% scored level 3 or 4

Mathematics - 26% scored level 3 or 4

FNMI Level 2, 3 & 4

Reading - 97% scored level 2, 3 or 4

Writing - 92% scored level 2, 3 or 4

Mathematics - 82% scored level 2, 3 or 4

Results from EQAO on First Nation, Metis, and Inuit students are based on students who self-identified as First Nation, Metis or Inuit. There needs to be continued communication with parents, students, teachers, clerical staff and administrators to support and encourage our First Nation, Metis, and Inuit students in self-identifying. In-servicing will be provided to all clerical staff and administrators to ensure First Nation, Metis, and Inuit students who have self-identified have been entered correctly in the Maplewood's student data warehouse. Continued focus on closing the gaps between the GEDSB First Nation, Metis, and Inuit students and their non-FNMI counterparts will remain a focus in the 2013-2014 school year. It is recommended that GEDSB adopt strategies outlined in the Ontario First Nation, Metis, and Inuit Education Policy Framework (2007).

Appendix A – Grand Erie District School Board 2012-2013 EQAO Results Primary Division

Appendix B – Grand Erie District School Board 2012-2013 EQAO Results Junior Division

Appendix C – Grand Erie District School Board 2012-13 EQAO Results for Compensatory Education

Appendix D – Grand Erie District School Board EQAO Results for Compensatory Education Schools over time

Appendix E – Grand Erie District School Board EQAO Results for Aboriginal Education over time

Appendix F - Grand Erie District School Board 2012-13 EQAO Results for Aboriginal Education Levels 2.7 to 2.9



Appendix A

Grand Erie District School Board EQAO Results, Primary Division (Grades 1-3)

Grand Erie District School Board 2013 EQAO Results, Primary Division (Grades 1-3)

Grand Erie District School Board 2013 EQAO Results, Primary Division (Grades 1-3)					Considerations			Accommodations			Results for Participating Students			Results for All Students			% Increase or Decrease from Last Year		
					Total # of Students	% Participation	% Exempted	% First Language not English	% ESL or ELD	% Special Needs	% Accommodated in Reading	% Accommodated in Writing	% Accommodated in Math	Reading: % at Level 3-4	Writing: % at Level 3-4	Math: % at Level 3-4	Reading: % at Level 3-4	Writing: % at Level 3-4	Math: % at Level 3-4
Brantford Family of Schools																			
	Agnes G Hodge PS	46	97%	2%	2%	0%	50%	44%	44%	43%	42%	44%	50%	41%	43%	48%	7%	1%	5%
	Banbury Heights PS	37	97%	3%	0%	0%	8%	3%	3%	3%	47%	50%	50%	46%	49%	49%	13%	-11%	12%
	Bellview-Joseph Brant PS	23	83%	17%	0%	0%	70%	63%	58%	0%	32%	37%	16%	26%	30%	13%	-5%	-10%	-21%
	Branlyn PS	37	100%	0%	16%	0%	11%	11%	11%	11%	59%	65%	57%	59%	65%	57%	11%	10%	2%
	Cedarland PS	33	97%	3%	6%	6%	21%	16%	16%	16%	53%	59%	44%	52%	58%	42%	19%	25%	25%
	Centennial Grand Woodlands S	32	91%	6%	9%	12%	38%	28%	28%	28%	38%	38%	21%	34%	34%	19%	-6%	-18%	-40%
	Central PS	11	100%	0%	9%	0%	73%	55%	55%	55%	27%	0%	0%	27%	0%	0%	14%	0%	-7%
	Dufferin PS	29	100%	0%	7%	0%	14%	14%	14%	14%	93%	93%	76%	93%	93%	76%	21%	14%	13%
	Echo Place P.S.	15	100%	0%	13%	0%	20%	20%	20%	20%	73%	73%	40%	73%	73%	40%	2%	-15%	-25%
	École Fairview	65	100%	0%	6%	0%	3%	3%	3%	3%	80%	89%	83%	80%	89%	83%	-5%	-6%	3%
	Graham Bell-Victoria PS	18	100%	0%	0%	0%	44%	44%	44%	44%	28%	17%	17%	28%	17%	17%	-9%	-9%	-30%
	Grandview PS	16	100%	0%	0%	0%	38%	38%	38%	38%	56%	94%	62%	56%	94%	62%	-11%	21%	15%
	Greenbrier PS	14	100%	0%	0%	0%	14%	14%	14%	14%	86%	93%	86%	86%	93%	86%	21%	-1%	4%
	James Hillier PS	35	91%	9%	0%	0%	23%	12%	12%	12%	81%	81%	78%	74%	74%	71%	3%	3%	4%
	King George PS	31	94%	6%	3%	0%	48%	45%	45%	45%	48%	45%	34%	45%	42%	32%	16%	13%	7%
	Lansdowne-T B Costain PS	27	96%	4%	0%	0%	37%	23%	23%	23%	50%	54%	54%	48%	52%	52%	13%	17%	21%
	Major Ballachey PS	20	100%	0%	0%	0%	65%	60%	60%	60%	60%	40%	10%	60%	40%	10%	34%	-2%	-22%
	Prince Charles PS	24	100%	0%	0%	0%	38%	25%	25%	0%	46%	46%	29%	46%	46%	29%	15%	-4%	-4%
	Princess Elizabeth PS	16	100%	0%	0%	0%	19%	19%	19%	6%	50%	56%	62%	50%	56%	62%	8%	6%	39%
	Russell Reid PS	36	100%	0%	0%	0%	11%	12%	12%	11%	50%	56%	42%	50%	56%	42%	-2%	4%	-3%
	Ryerson Heights PS	61	90%	7%	10%	2%	30%	25%	25%	25%	58%	64%	52%	52%	57%	48%	-11%	-10%	-5%
	Walter Gretzky Elementary Sch	45	96%	4%	4%	0%	18%	7%	7%	7%	53%	58%	63%	51%	56%	60%	2%	1%	14%
	Woodman Drive-Cainsville PS	20	100%	0%	5%	5%	25%	30%	30%	30%	45%	60%	10%	45%	60%	10%	11%	22%	-14%

-Suppressed (minimum of 10 students)



Appendix A

Grand Erie District School Board EQAO Results, Primary Division (Grades 1-3)

Grand Erie District School Board 2013 EQAO Results, Primary Division (Grades 1-3)

Total # of Students	% Participation	% Exempted	% First Language not English	% ESL or ELD	% Special Needs	% Accommodated in Reading	% Accommodated in Writing	% Accommodated in Math	Reading: % at Level 3-4	Writing: % at Level 3-4	Math: % at Level 3-4	Reading: % at Level 3-4	Writing: % at Level 3-4	Math: % at Level 3-4	% Difference in Reading	% Difference in Writing	% Difference in Math
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Haldimand Family of Schools

	Anna Melick Memorial S	9	100%	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	
	Caledonia Centennial PS	24	95%	0%	0%	0%	29%	29%	29%	26%	57%	81%	48%	55%	77%	46%	-8%	16%	-30%
	Fairview Avenue PS	20	95%	5%	0%	0%	35%	16%	16%	16%	53%	53%	68%	50%	50%	65%	3%	-11%	9%
	Grandview Central PS	14	100%	0%	0%	0%	14%	7%	7%	7%	43%	57%	43%	43%	57%	43%	-32%	-24%	-26%
	Hagersville ES	18	83%	17%	0%	0%	50%	7%	7%	7%	60%	47%	67%	50%	39%	56%	8%	-14%	19%
	J L Mitchener PS	19	95%	0%	0%	0%	21%	6%	6%	6%	89%	89%	94%	84%	84%	89%	30%	5%	26%
	Jarvis PS	33	97%	0%	0%	0%	9%	12%	12%	12%	72%	88%	72%	70%	85%	70%	9%	25%	12%
	Oneida Central PS	25	100%	0%	0%	0%	8%	4%	4%	4%	88%	88%	84%	88%	88%	84%	2%	-9%	-13%
	Rainham Central PS	30	100%	0%	3%	0%	20%	10%	10%	10%	73%	57%	47%	73%	57%	47%	3%	-13%	-27%
	River Heights E S	54	100%	0%	0%	0%	30%	17%	17%	17%	76%	87%	76%	76%	87%	76%	-1%	-8%	-11%
	Seneca Central PS	13	100%	0%	0%	0%	31%	23%	23%	23%	69%	62%	46%	69%	62%	46%	7%	18%	-4%
	Thompson Creek E S	39	96%	3%	5%	3%	13%	14%	16%	16%	51%	61%	61%	49%	59%	59%	-7%	-1%	-7%
	Walpole North E S	19	100%	0%	0%	0%	32%	32%	32%	32%	84%	95%	84%	84%	95%	84%	37%	19%	2%

Norfolk Family of Schools

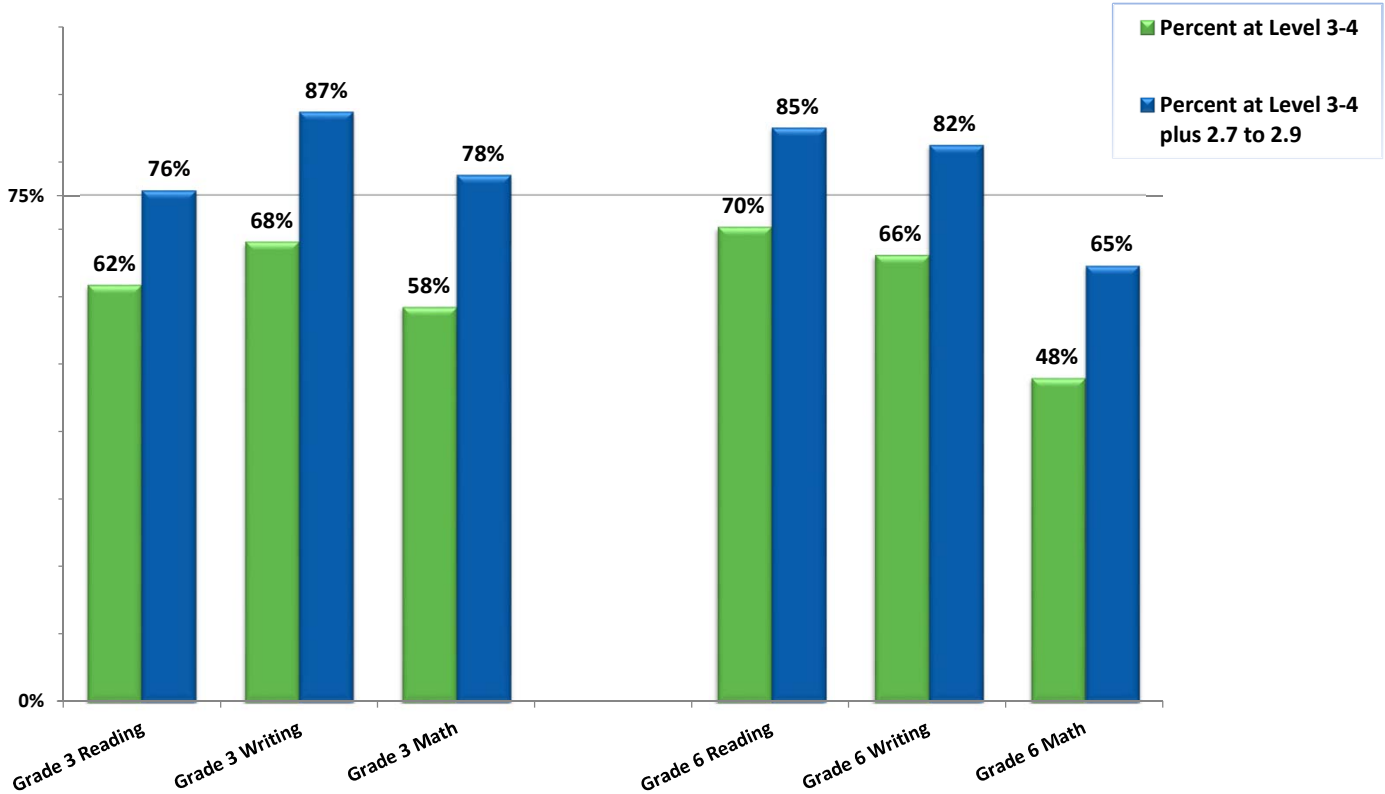
Bloomsburg PS	22	100%	0%	0%	0%	9%	9%	9%	9%	91%	86%	73%	91%	86%	73%	22%	1%	8%
Boston PS	15	100%	0%	7%	0%	20%	13%	13%	13%	87%	73%	67%	87%	73%	67%	27%	-14%	-6%
Burford District ES	37	100%	0%	0%	0%	19%	8%	8%	8%	81%	86%	89%	81%	86%	89%	34%	36%	46%
Cobblestone Elementary S	47	100%	0%	0%	0%	17%	11%	11%	11%	64%	77%	66%	64%	77%	66%	-1%	-4%	-18%
Courtland PS	23	100%	0%	9%	0%	35%	30%	30%	30%	48%	52%	57%	48%	52%	57%	-34%	-21%	-25%
Delhi PS	45	98%	2%	2%	0%	11%	9%	9%	9%	45%	73%	48%	44%	71%	47%	-9%	8%	-6%
Doverwood PS	29	100%	0%	0%	0%	14%	14%	14%	14%	76%	93%	72%	76%	93%	72%	-4%	4%	-10%
Elgin Avenue PS	25	96%	4%	0%	0%	36%	25%	25%	21%	50%	54%	54%	48%	52%	52%	-2%	-18%	10%
Glen Morris Central PS	23	100%	0%	0%	0%	22%	13%	13%	13%	83%	87%	61%	83%	87%	61%	7%	-13%	-27%
Houghton PS	31	81%	19%	65%	84%	3%	32%	32%	32%	16%	24%	24%	13%	19%	19%	-8%	-17%	0%
Langton PS	16	100%	0%	25%	19%	25%	31%	31%	31%	50%	44%	44%	50%	44%	44%	23%	21%	12%
Lynndale Heights	30	100%	0%	3%	3%	17%	20%	20%	20%	70%	83%	73%	70%	83%	73%	7%	9%	7%
Mount Pleasant S	26	100%	0%	0%	0%	19%	19%	19%	19%	58%	69%	65%	58%	69%	65%	25%	13%	32%
North Ward S	37	95%	5%	0%	0%	30%	23%	23%	23%	74%	80%	80%	70%	76%	76%	5%	9%	-3%
Oakland-Scotland	18	94%	6%	0%	0%	22%	18%	18%	18%	59%	82%	41%	56%	78%	39%	-12%	39%	-7%
Onondaga-Brant PS	25	100%	0%	0%	0%	8%	8%	8%	8%	48%	80%	44%	48%	80%	44%	-14%	9%	-18%
Paris Central PS	18	100%	0%	0%	0%	33%	11%	11%	11%	78%	94%	83%	78%	94%	83%	13%	18%	30%
Port Rowan PS	29	97%	3%	0%	0%	24%	21%	21%	21%	82%	86%	82%	79%	83%	79%	8%	5%	20%
St George-German PS	40	100%	0%	0%	0%	5%	8%	8%	8%	82%	82%	75%	82%	82%	75%	3%	8%	9%
Teeterville Public School	18	85%	11%	0%	0%	22%	7%	12%	7%	80%	75%	87%	67%	67%	72%	22%	10%	35%
Walsh PS	35	91%	6%	6%	0%	11%	3%	3%	3%	47%	69%	47%	43%	63%	43%	-31%	3%	-37%
Waterford P.S.	28	100%	0%	4%	0%	14%	18%	18%	18%	50%	54%	32%	50%	54%	32%	-24%	-11%	-20%

~Suppressed (minimum of 10)

Provincial Results:	70%	79%	69%	68%	77%	67%	2%	1%	-1%
Board Results:	62%	68%	58%	60%	66%	57%	4%	2%	0%



Appendix B
EQAO 2013 Results of Level 2.7 to 2.9
Primary and Junior Divisions

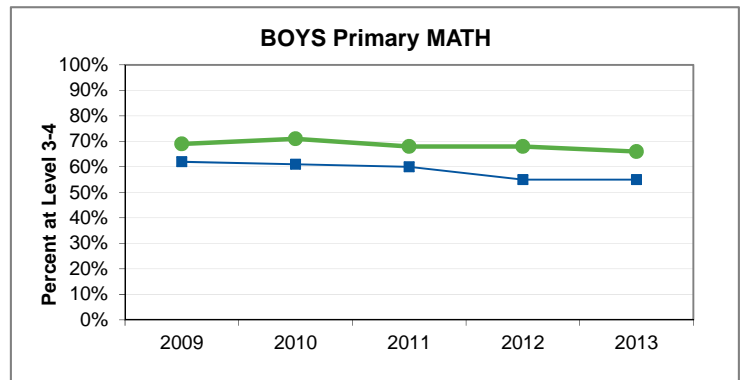
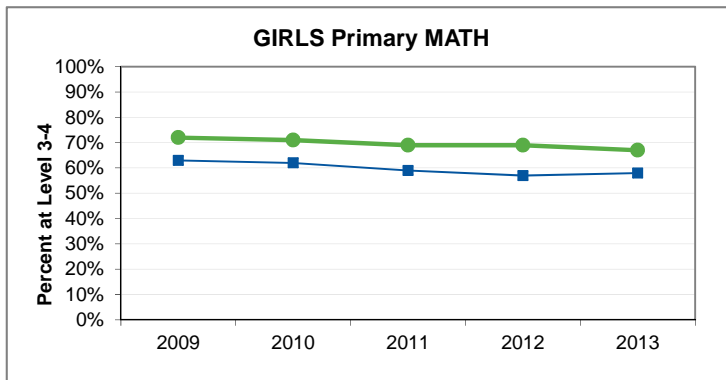
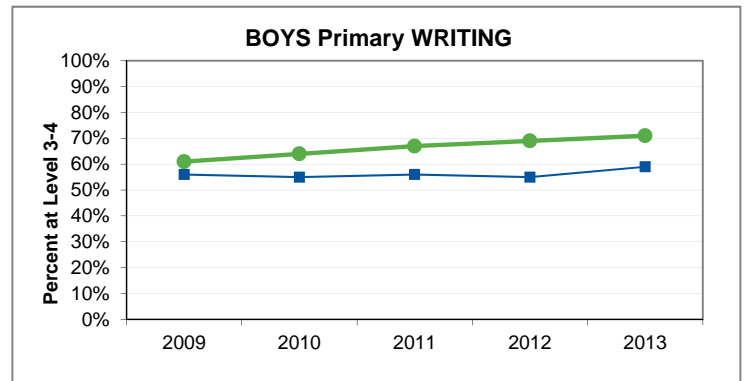
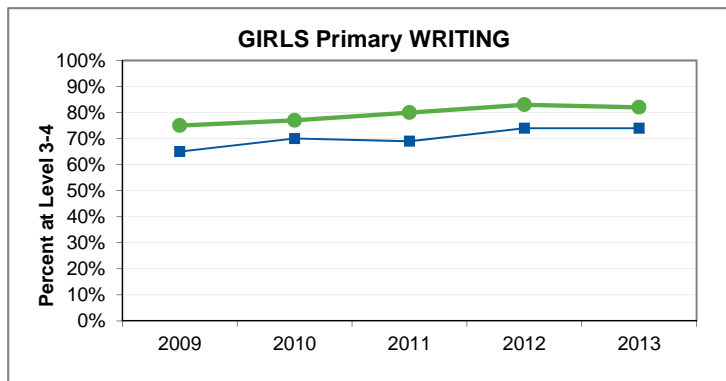
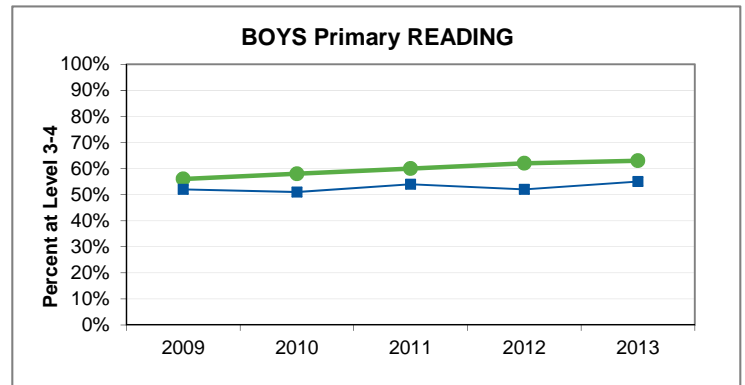
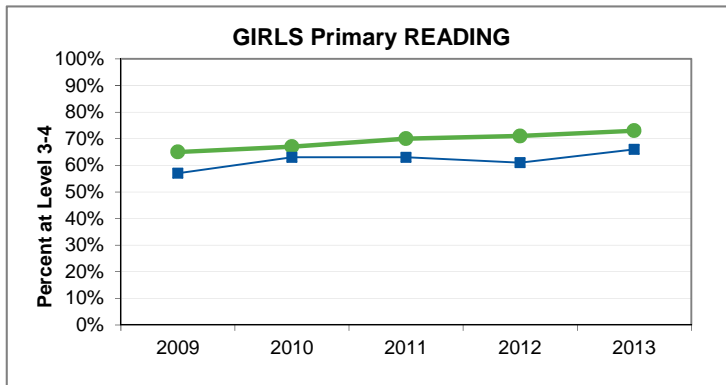


Subject	Count Total students	Count Level 3-4	Count Level 2.7 - 2.9	Percent at Level 2.7 - 2.9	Percent at Level 3-4	Percent at Level 3-4 plus 2.7 to 2.9
Grade 3 Reading	1635	1009	229	14%	62%	76%
Grade 3 Writing	1637	1115	315	19%	68%	87%
Grade 3 Math	1636	956	320	20%	58%	78%
Grade 6 Reading	1856	1305	272	15%	70%	85%
Grade 6 Writing	1858	1228	303	16%	66%	82%
Grade 6 Math	1854	889	309	17%	48%	65%



Appendix C
EQAO 2013 Results by Gender: Primary Division
(Grades 1-3)

Province Board



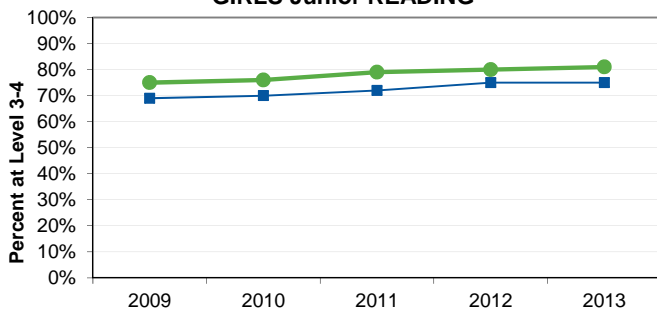


Appendix C

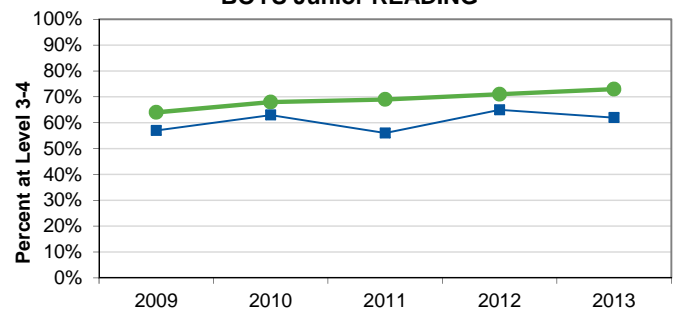
EQAO 2013 Results by Gender: Junior Division (Grades 4-6)

Province Board

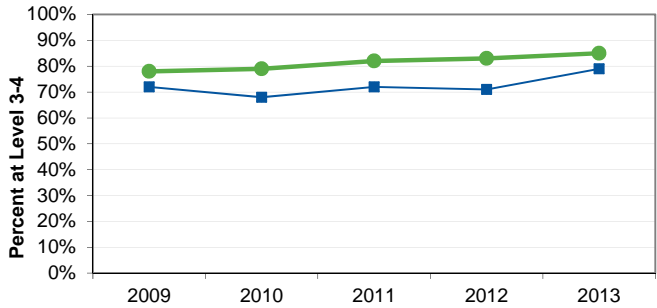
GIRLS Junior READING



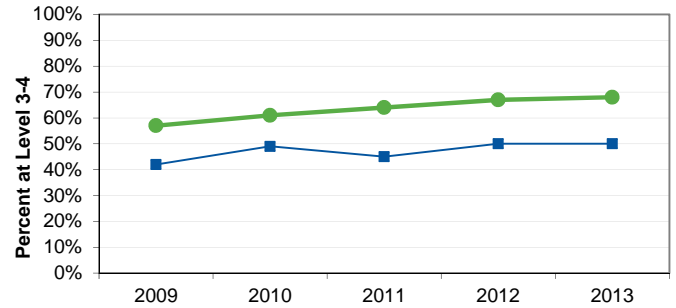
BOYS Junior READING



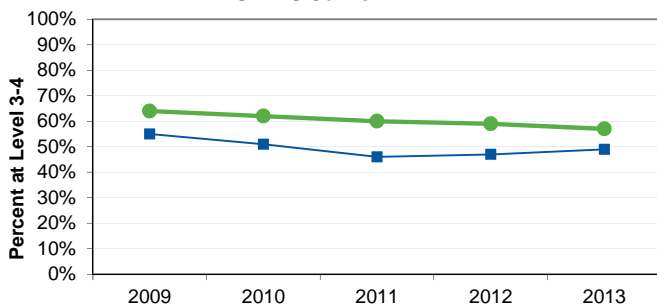
GIRLS Junior WRITING



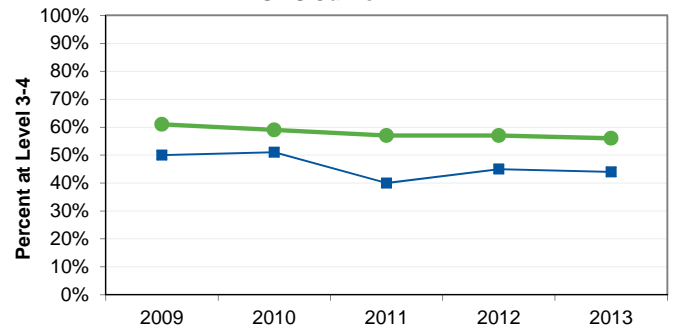
BOYS Junior WRITING



GIRLS Junior MATH



BOYS Junior MATH

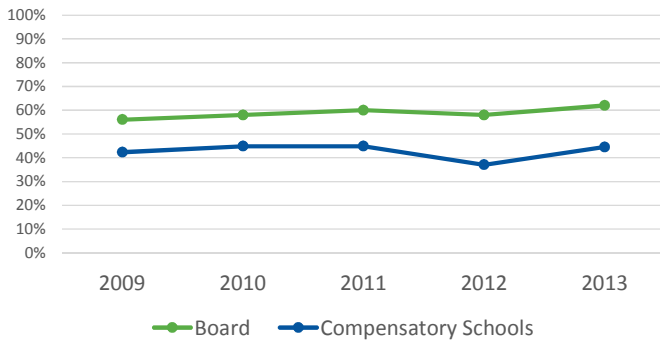




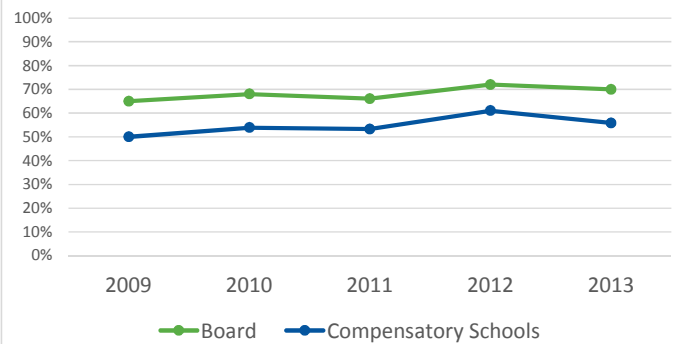
Appendix D

EQAO 2013 Results Over Time for Compensatory Schools

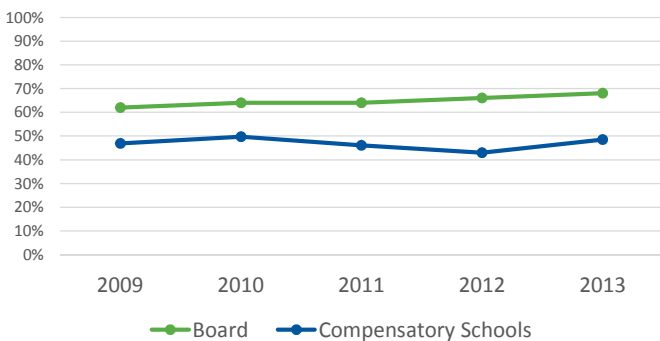
Primary Reading



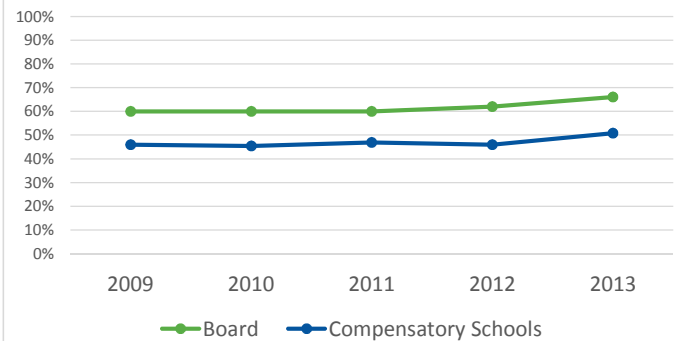
Junior Reading



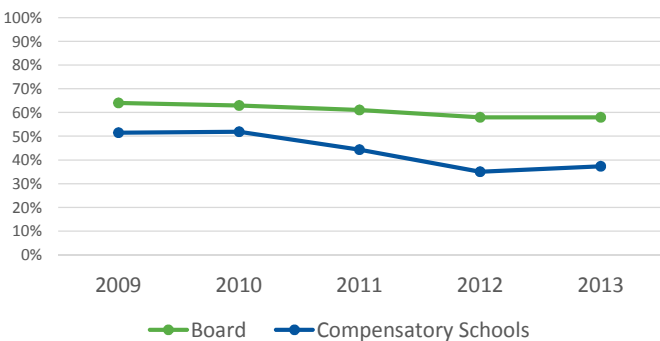
Primary Writing



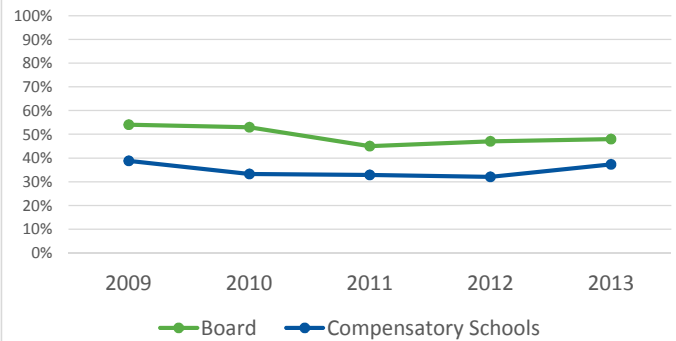
Junior Writing



Primary Math



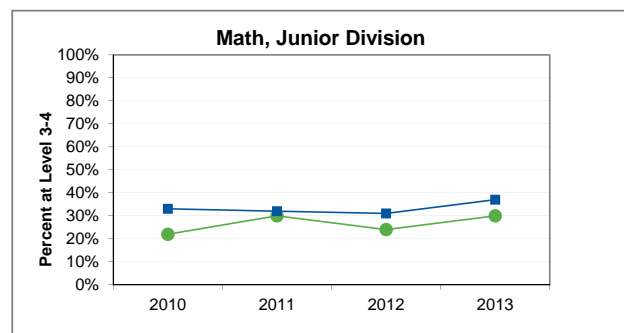
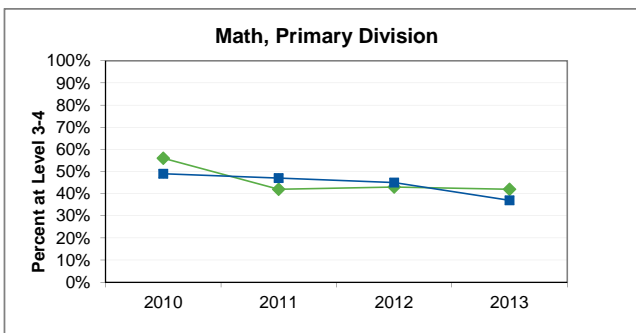
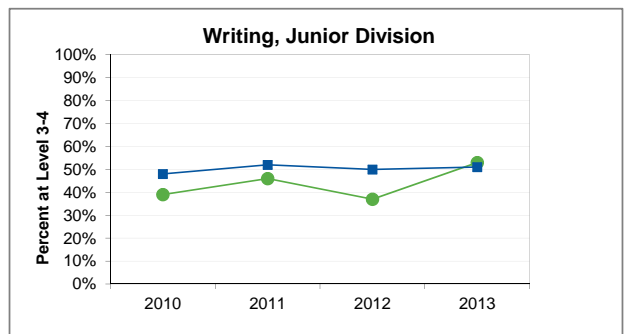
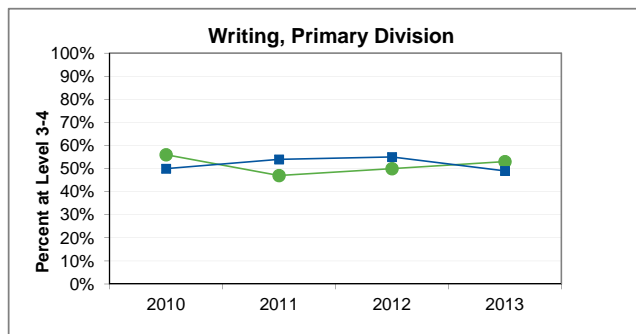
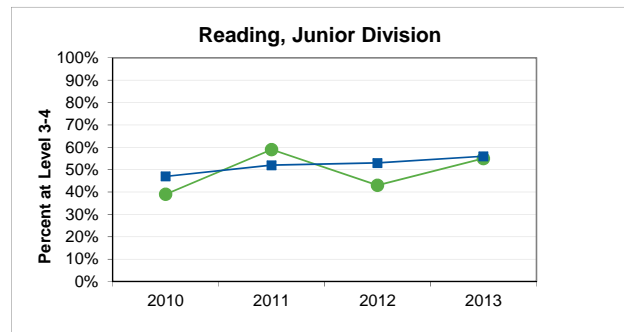
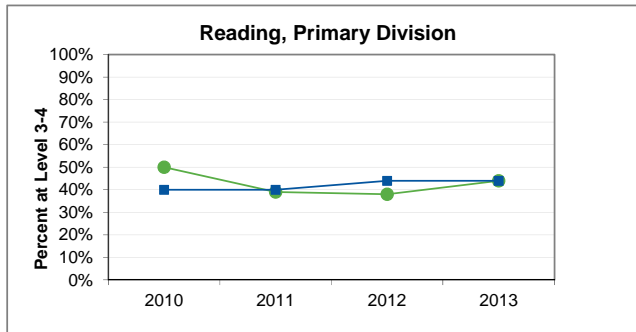
Junior Math





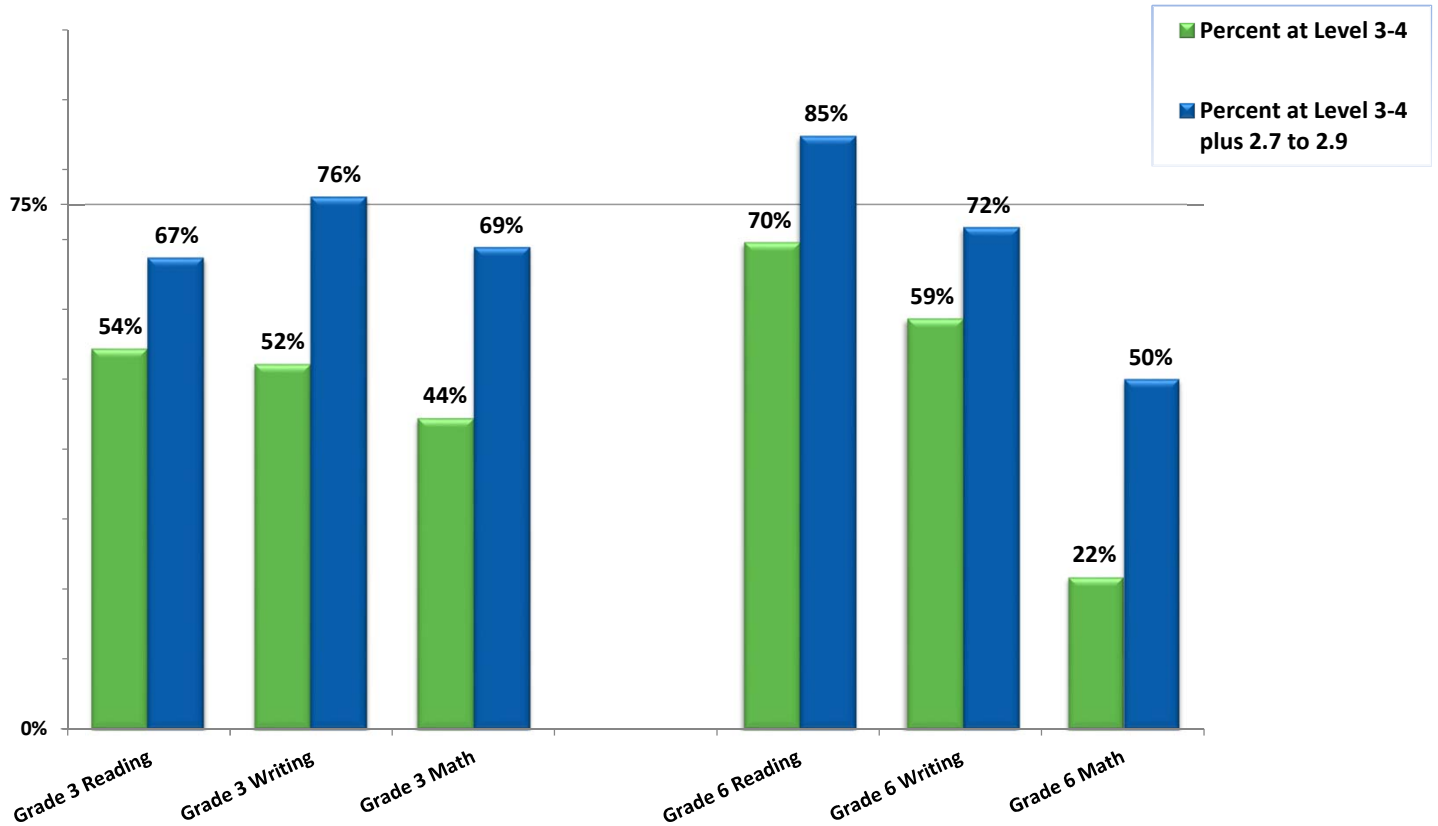
Appendix E
EQAO 2012-2013 Results for Aboriginal Education
Over Time

■ Board ■ Province



BOARD					PROVINCE				
Primary	2010	2011	2012	2013	Primary	2010	2011	2012	2013
Reading	40%	40%	44%	44%	Reading	50%	39%	38%	44%
Writing	50%	54%	55%	49%	Writing	56%	47%	50%	53%
Math	49%	47%	45%	37%	Math	56%	42%	43%	42%
Junior	2010	2011	2012	2013	Junior	2010	2011	2012	2013
Reading	47%	52%	53%	56%	Reading	39%	59%	43%	55%
Writing	48%	52%	50%	51%	Writing	39%	46%	37%	53%
Math	33%	32%	31%	37%	Math	22%	30%	24%	30%

Appendix F
EQAO 2013 Results of Level 2.7 to 2.9
Primary and Junior Aboriginal Education



Subject	Count Total students	Count Level 3-4	Count Level 2.7 - 2.9	Percent at Level 2.7 - 2.9	Percent at Level 3-4	Percent at Level 3-4 plus 2.7 to 2.9
Grade 3 Reading	46	25	6	13%	54%	67%
Grade 3 Writing	46	24	11	24%	52%	76%
Grade 3 Math	45	20	11	24%	44%	69%
Grade 6 Reading	46	32	7	15%	70%	85%
Grade 6 Writing	46	27	6	13%	59%	72%
Grade 6 Math	46	10	13	28%	22%	50%



GRAND ERIE DISTRICT SCHOOL BOARD

TO: John Forbeck, Director of Education & Secretary

FROM: Andy Nesbitt, Superintendent of Secondary Program

RE: **Data Report - EQAO Board Report of the 2012-2013 Grade 9 Assessment of Mathematics**

DATE: October 21, 2013

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive the Data Report - EQAO Board Report of the 2012-2013 Grade 9 Assessment of Mathematics.

1.0 Background:

- 1.1 The purpose of the Grade 9 Assessment of Mathematics is to assess students and report yearly data on the level at which students are meeting curriculum expectations in mathematics up to the end of Grade 9 (Grade 9 Assessment Framework, EQAO, 2009).
- 1.2 This assessment is summative, administered near the end of the semester in which the student takes mathematics. It provides a snapshot of student achievement on the expectations up to the end of Grade 9 Applied or Academic Mathematics. Students in Grade 9 Locally Developed Mathematics classes do not write a large scale assessment.
- 1.3 EQAO indicates that schools may count the EQAO Grade 9 Assessment of Mathematics as part of the summative evaluation for the course in Applied or Academic Grade 9 Mathematics. It can be valued between 0 – 30% of the final grade as a summative evaluation.
- 1.4 Students write the assessment over two classroom periods. 50 minutes is allotted to complete each day's tasks, but it is estimated that students will take 40 minutes to complete all required work.
- 1.5 745 Grand Erie students participated in the 2013 Applied administrations.
1049 Grand Erie students participated in the 2013 Academic administrations.

2.0 Additional Information

- 2.1 The 2013 Assessment of Mathematics was comprised of two booklets. Each booklet contained both operational and field-test reading and writing items. The operational items count toward a student's score while the field-test materials are assessed for suitability as future test items.
- 2.2 The 2013 assessment items were the same format in both Applied and Academic:
- twenty-eight multiple choice items;
 - eight open-response items;
 - four field-test items.
 - The following table demonstrates the distribution of marks on this assessment:

Grade 9 Assessment of Mathematics: Approximate Number of Raw Score Points and Percentage of Total Raw Score Points by Item Type		
Operational Item Type	Number of Raw Score Points	Percentage of Total Raw Score Points
Multiple-Choice Items	24	46%
Open-Response Items	28	54%
Total	52	100%

- 2.3 Questions in both assessments represent the following strands: Number Sense and Algebra, Linear Relations, Measurement and Geometry. Additionally, in the Academic Mathematics assessment, the strand of Analytical Geometry was assessed. Sample questions from each level and semester are available on the EQAO website.
- 2.4 EQAO reports data using two methods, "All Students" and "Participating Students"
- "All Students" reports results for all students enrolled in Grade 9 Academic and / or Applied Mathematics programs.
- "Participating Students" reports results for those students who took part in the assessment. These reports include students whose work was missing data due to absence, medical, or other reasons.
- The participation rate of GEDSB students in Academic Mathematics was 99%.
The participation rate of GEDSB students in Applied Mathematics was 95%

3.0 Summary of Results and Key Findings

Appendix A: *2013 Grade 9 Mathematics Results Over Time Academic and Applied*

Appendix B: *Grand Erie District School Board 2013 Math and OSSLT Results by Gender*

Appendix C: *Grand Erie District School Board Results EQAO Over Time for Aboriginal Education*

3.1

Summary Table GEDSB and Provincial Results
Level 3 and 4 Academic – All Students

Year	GEDSB Academic	Provincial Academic
08-09	74	77
09-10	75	82
10-11	76	83
11-12	78	84
12-13	80	84

Summary Table GEDSB and Provincial Results
Level 3 and 4 Academic – Participating Students

Year	GEDSB Academic	Provincial Academic
08-09	75	78
09-10	75	83
10-11	77	84
11-12	79	85
12-13	82	85

3.2 Results for Students Taking Academic Grade 9 Math

<u>Data- Based Observations:</u>	<u>Analysis and Next Steps:</u>
<p>-In Grand Erie, 82% of participating students achieved level 3 or level 4, an increase of 3% over last year.</p> <p>-In Ontario, 85% of participating students met the provincial standard. (see Appendix A: <i>2013 Grade 9 Mathematics Results Over Time Academic and Applied</i>)</p>	<p>-Grand Erie's 74% achievement at level 3 exceeds that of the province (72%) and we have closed the gap with 82% reaching provincial standard in Grand Erie compared to 85% in Ontario.</p> <p>-The academic grade 9 program has sustained a 7% increase with participating students over the last five years.</p> <p>-Next steps are identified in the Board Improvement Plan for Student Achievement. Our key strategies are the School Support Initiative and the Cross Panel Resource for Mathematics. Other strategies include First Steps in Math (FSiM), Ministry MathGAINS, and the School Support Initiative – Junior Intermediate (SSI-JI).</p>

3.3

Summary Table GEDSB and Provincial Results Level 3 and 4 Applied – All Students

Year	GEDSB Applied	Provincial Applied
08-09	39	38
09-10	36	40
10-11	42	42
11-12	44	44
12-13	43	44

Table GEDSB and Provincial Results

Level 3 and 4 Applied – Participating Students

Year	GESDB Applied	Provincial Applied
08-09	41	40
09-10	38	43
10-11	44	44
11-12	46	47
12-13	46	45

3.3 Results for Students Taking Applied Grade 9 Math

<u>Data- Based Observations:</u>	<u>Analysis and Next Steps</u>
<p>-This year, 46% of the students who wrote the Applied Assessment achieved level 3 or 4, surpassing the 45% success rate as Ontario.</p> <p>-Grand Erie's performance at levels 3 and 4 remains at 46% for a second consecutive year. (see Appendix A: <i>2013 Grade 9 Mathematics Results Over Time Academic and Applied</i>)</p>	<p>-Many schools maintained a Grade 9 Applied Mathematics focus in their School Support Initiative (SSI) projects. With coaching support and job-embedded professional learning, the schools maintained a 46% success rate while the provincial success rate is 45%. Five schools experienced gains of 5% or greater.</p> <p>-In addition, the applied grade 9 program has experienced a 7% increase over the last five years.</p> <p>-Next steps are identified in the Board Improvement Plan for Student Achievement. Our key strategies are the School Support Initiative and the Cross Panel Resource for Mathematics. Other strategies include First Steps in Math (FSiM), Ministry MathGAINS, and the School Support Initiative – Junior Intermediate (SSI-JI).</p>

3.4

Summary Table GEDSB and Provincial Results Academic Results Related to Gender

Year	GEDSB Academic - Girls	Provincial Academic - Girls	GEDSB Academic - Boys	Provincial Academic - Boys
08-09	72	75	77	80
09-10	72	81	78	83
10-11	73	82	80	84
11-12	76	83	81	85
12-13	78	84	83	85

Summary Table GEDSB and Provincial Results Applied Results Related to Gender

Year	GEDSB Applied - Girls	Provincial Applied - Girls	GEDSB Applied - Boys	Provincial Applied - Boys
08-09	35	34	42	41
09-10	29	36	42	44
10-11	43	39	41	44
11-12	41	42	46	47
12-13	38	41	48	46

3.4 Results Relating to Gender

*Achievement**Environment**Engagement*

<u>Data- Based Observations:</u>	<u>Analysis and Next Steps:</u>
<p>-In the Academic Assessment, 83% of all boys and 78% of girls achieved level 3 or 4. Provincially, the success rate for boys is 85% and 84% for girls. Grand Erie boys and girls have both experienced a 6% increase over the last five years.</p> <p>-In the Applied Assessment, the number of Grand Erie boys who achieved level 3 and 4 increased 6% over the last five years. Grand Erie girls who achieved level 3 and 4 experienced a 3% decrease this year but have increased 3% over the last five years. (see Appendix B: <i>Grand Erie District School Board 2013 Math and OSSLT Results by Gender</i>)</p>	<p>-Grand Erie boys continued to close the achievement gap with Provincial boys with the mathematics assessment in Grade 9 Academic and Applied Mathematics. The achievement gap between Grand Erie girls and Provincial girls remains an area for improvement. Focus on conceptual mathematics and specific strategies for success in our SSI schools have continued to improve assessment performance among GEDSB girls and boys over the last five years.</p> <p>-Next steps for SSI include aligning instruction with student learning style inventories. Through this practice, gender-based learning preferences will be embedded in planning for instruction.</p>

3.5 Results Relating to Students with Special Needs

<u>Data- Based Observations:</u>	<u>Analysis and Next Steps:</u>
<p>Gr. 9 Applied</p> <ul style="list-style-type: none"> -33% of students with Special Education needs (excluding Gifted) were at Levels 3 & 4, compared to 36% in Ontario -37% of students were at Level 2 compared to 39% in Ontario 30% of students with a Learning Disability were at Levels 3 & 4, compared to 40% in Ontario -9% of students receiving accommodations used a different response format (Assistive Technology), compared to 12 % in Ontario -18% of students receiving accommodations used a different presentation format (Assistive Technology) compared to 32% in Ontario <p>Gr. 9 Academic</p> <ul style="list-style-type: none"> -77% of students with Special Education needs (excluding Gifted) were at Levels 3 & 4, compared to 74% in Ontario -60% of students with a Learning Disability were at Levels 3 & 4, compared to 76% in Ontario -16% of students receiving accommodations used a different response format (Assistive Technology), compared to 12% in Ontario -5% of students receiving accommodations used a different presentation format (Assistive Technology) compared to 22% in Ontario -100% of students identified as gifted were at Levels 3 & 4 compared to 98% in Ontario 	<p>Results for students with special education needs indicate two specific areas for improved practice: the documentation and provision of appropriate accommodations, and the consistent use of Assistive Technology and Special Equipment Amount (SEA) equipment.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> -Follow up to 2012-13 IEP audits and provision of resources for schools to highlight best practices for the effective accommodations of instruction, assessment and evaluation -Sharing of results of 2013 schools and system IEP audits at Family of Schools meetings -Follow-up on IEP implementation by Family of Schools Superintendents during school visits -Collaborative development with Administrators re next steps for schools in IEP development and reviews, development of a resource providing information on “Look-Fors” in classrooms to ensure the effective implementation of IEPs -Continuation of IEP audits at school and board level to highlight for schools best practices for effective accommodations -Lead EA for SEA will continue to work with students on the use of Assistive Technology and their particular SEA software and train staff at these sessions as well as at after-school workshops throughout the Board -Continue the focused strategy of building classroom and learning Resource teachers’ capacity with the use of Assistive Technology with after school sessions -Pilot Project in Grade 9 in one secondary school: students with Learning Disabilities and their teachers are trained in the integrated use of Assistive Technology in their Classroom, and become the “Tech Experts” and support their peers in the use of Assistive Technology in their classes

Summary Table GEDSB and Provincial FNMI Results Level 3 and 4 Academic and Applied

Year	Level	GEDSB FNMI	Provincial First Nation
2013	Academic Levels 3 & 4	59%	65%
	Applied Levels 3 & 4	20%	37%

** Provincial data obtained from *A Solid Foundation – Second Progress Report on the Implementation of the Ontario First Nation, Métis, and Inuit Education Policy Framework*

*** Provincial data is for First Nations students only. Because of GEDSB's small (less than 10 students) Métis and Inuit population, we did not segregate the data for the three different populations.

3.6 Results Relating to First Nations, Metis and Inuit (FNMI) Students

<u>Data- Based Observations:</u>	<u>Analysis and Next Steps</u>
<p>Grade 9 Academic -59% of Grand Erie FNMI students achieved levels 3 and 4 compared to 65% of First Nations students in the province</p> <p>Grade 9 Applied - 20% of Grand Erie FNMI students achieved levels 3 and 4 as compared to 37% of First Nations students in the province</p>	<p>-Results for FNMI students indicate that Grand Erie FNMI students at the academic level profile 6% lower than the province's First Nations academic students in the province</p> <p>-Grand Erie FNMI students at the applied level profile 17% lower than applied First Nations students in the province</p> <p>Next Steps:</p> <p>-Next steps for 2013-2014 are identified in the Board Improvement Plan for FNMI Student Achievement. Strategies includes FNMI School Support Initiative</p> <p>-In Grand Erie, 82% of participating students in the academic stream are at levels 3 and 4. This percentage includes FNMI students in the academic stream.</p> <p>-In GEDSB, 46% of participating students in the applied stream are at levels 3 and 4. This percentage includes FNMI students in the applied stream.</p> <p>It would be informative in the future, for Grand Erie's FNMI student data to be separated from the overall board results for both first-time eligible and previously eligible fully participating students. This would provide an</p>

	<p>accurate picture of how successful Grand Erie FNMI students are in comparison to non-FNMI Grand Erie students</p> <p>-Sharing of EQAO results of 2013 with Six Nations elementary administrators.</p> <p>-Work collaboratively with Student Success to unpack the data and identify specific areas where FNMI students need additional support and work with the Student Success team to provide those supports</p> <p>-Collaborative work will continue with Student Success to examine FNMI students in academic, applied, and locally developed courses</p>
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Appendices:

Appendix A: *2013 Grade 9 Mathematics Results Over Time Academic and Applied*

Appendix B: *Grand Erie District School Board 2013 Math and OSSLT Results by Gender*

Appendix C: *Grand Erie District School Board EQAO Results Over Time for Aboriginal Education*

Respectfully Submitted,

Andy Nesbitt
Superintendent of Secondary Program



Appendix A

2013 Grade 9 Mathematics Results Over Time

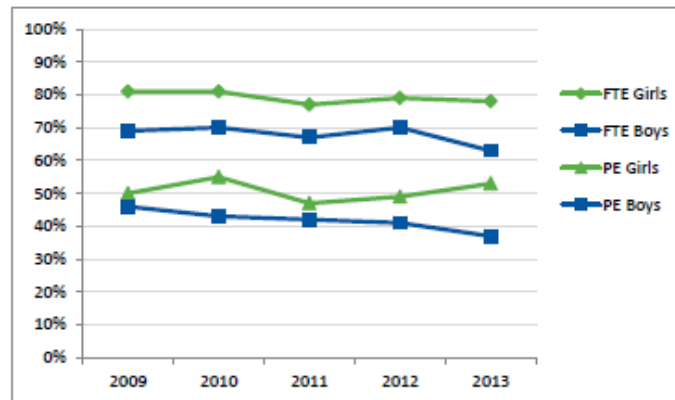
Academic and Applied

Academic Achievement at Levels 3 and 4					
EQAO Grade 9 Math	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Brantford CI & VS	75%	70%	77%	75%	77%
McKinnon Park SS	72%	73%	66%	74%	67%
Cayuga SS	72%	62%	76%	65%	70%
Delhi DSS	76%	90%	83%	81%	91%
Dunnville SS	66%	48%	56%	53%	71%
Hagersville SS	73%	79%	78%	87%	94%
North Park C & VS	85%	91%	87%	91%	90%
Paris DHS	74%	76%	81%	83%	92%
Pauline Johnson C & VS	68%	63%	65%	76%	75%
Port Dover Comp S	58%	90%	91%	47%	N/D
Simcoe Comp S	83%	82%	81%	90%	85%
Valley Heights SS	69%	88%	92%	92%	82%
Waterford	85%	69%	56%	73%	76%
Board	75%	75%	77%	79%	81%
Province	78%	83%	84%	85%	85%

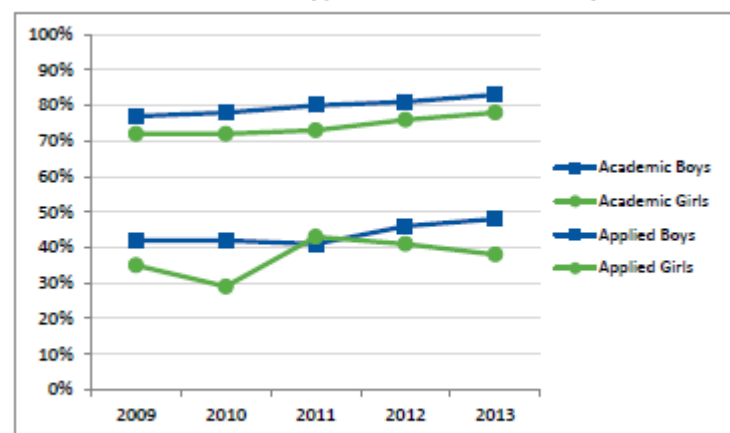
Applied Achievement at Levels 3 and 4					
EQAO Grade 9 Math	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Brantford CI & VS	31%	38%	36%	53%	43%
McKinnon Park SS	36%	37%	36%	40%	33%
Cayuga SS	35%	25%	21%	42%	24%
Delhi DSS	40%	42%	50%	64%	71%
Dunnville SS	25%	27%	45%	30%	29%
Hagersville SS	23%	34%	55%	32%	19%
North Park C & VS	61%	62%	62%	64%	61%
Paris DHS	52%	33%	36%	34%	61%
Pauline Johnson C & VS	35%	27%	42%	38%	49%
Port Dover Comp S	24%	55%	33%	50%	33%
Simcoe Comp S	43%	38%	53%	47%	56%
Valley Heights SS	60%	47%	47%	55%	42%
Waterford	50%	36%	58%	40%	17%
Board	41%	38%	44%	46%	45%
Province	40%	43%	44%	47%	45%



OSSLT First Time Eligible - Percent Successful by Gender



Grade 9 Math Academic and Applied Percent at Level 3-4 by Gender

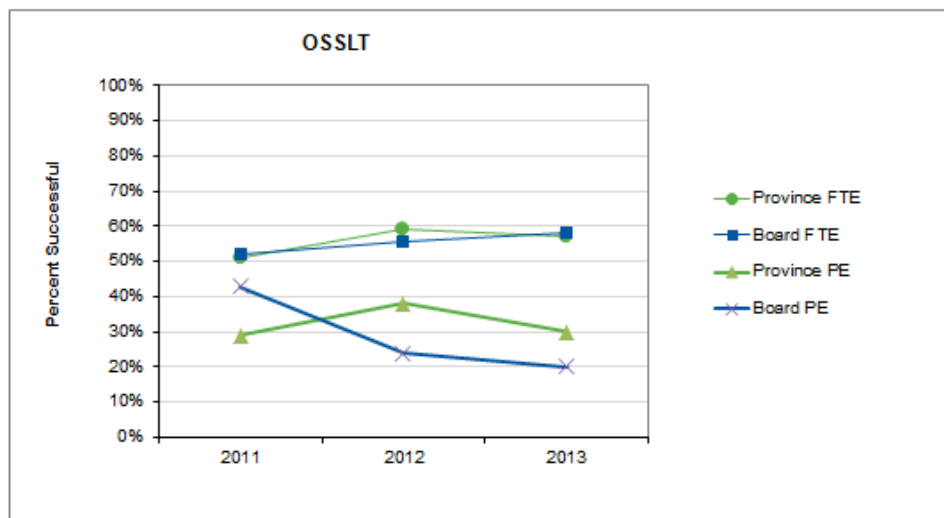
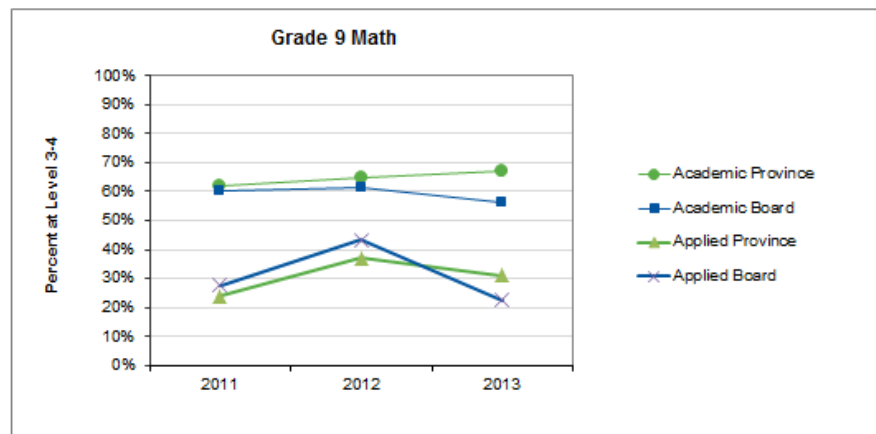




Appendix C

Grand Erie District School Board
EQAO Results Over Time for Aboriginal Students

■ Board ■ Province





Appendix D

2013 Grade 9 Assessment of Mathematics Results Academic and Applied

ACADEMIC

	Total # of Eligible Students	Considerations and Accommodations for Eligible Students					Results for Participating Students						% Difference from Last Year	Gender Gap**
		% Participating	% With Special Needs	% Receiving Accommodations	% First Language not English	% Attended more than 3 Elementary Schools	% Below Level 1	% at Level 1	% at Level 2	% at Level 3	% at Level 4	% Level 3-4		
Grand Erie District School Board 2013 EQAO Results Grade 9 Math														
Brantford CI & VS	208	98%	4%	N/D	2%	25%	0%	5%	17%	71%	6%	77%	2%	11%
McKinnon Park SS	103	100%	2%	N/D	2%	10%	3%	6%	24%	61%	6%	67%	-7%	0%
Cayuga SS	74	100%	3%	N/D	0%	14%	0%	12%	18%	69%	1%	70%	5%	-2%
Delhi DSS	66	100%	3%	N/D	2%	20%	0%	2%	8%	86%	5%	91%	10%	11%
Dunnville SS	56	98%	2%	N/D	0%	13%	0%	11%	18%	64%	7%	71%	18%	8%
Hagersville SS	32	100%	3%	N/D	3%	6%	0%	0%	6%	84%	9%	94%	7%	9%
North Park C & VS	144	99%	3%	N/D	1%	25%	0%	1%	8%	78%	12%	90%	-1%	0%
Paris DHS	124	100%	5%	N/D	3%	21%	0%	0%	8%	81%	10%	92%	9%	0%
Pauline Johnson C & VS	62	98%	2%	N/D	2%	39%	0%	3%	21%	72%	3%	75%	-1%	4%
Simcoe Comp S	106	100%	1%	N/D	1%	24%	0%	5%	10%	77%	8%	85%	-5%	5%
Valley Heights SS	44	100%	11%	N/D	9%	18%	0%	14%	5%	73%	9%	82%	-10%	8%
Waterford DHS	39	97%	8%	N/D	0%	36%	0%	11%	13%	63%	13%	76%	3%	4%
Board	1058	99%	3%	N/D	2%	21%	<1%	5%	14%	74%	8%	81%	2%	5%
Province	97158	99%	6%	N/D	5%	37%	<1%	4%	10%	72%	13%	85%	0%	1%

APPLIED

	Total # of Eligible Students	Considerations and Accommodations for Eligible Students					Results for Participating Students						% Difference from Last Year	Gender Gap**
		% Participating	% With Special Needs	% Receiving Accommodations	% First Language not English	% Attended more than 3 Elementary Schools	% Below Level 1	% at Level 1	% at Level 2	% at Level 3	% at Level 4	% Level 3-4		
Grand Erie District School Board 2013 EQAO Results Grade 9 Math														
Brantford CI & VS	112	93%	17%	8%	2%	41%	6%	15%	36%	34%	10%	43%	-10%	15%
McKinnon Park SS	68	99%	25%	25%	3%	22%	15%	12%	40%	28%	4%	33%	-7%	-2%
Cayuga SS	47	98%	15%	0%	0%	34%	9%	28%	39%	22%	2%	24%	-18%	33%
Delhi DSS	52	98%	12%	12%	0%	22%	0%	8%	22%	61%	10%	71%	7%	-13%
Dunnville SS	51	94%	22%	0%	0%	21%	6%	23%	42%	27%	2%	29%	-1%	29%
Hagersville SS	27	96%	41%	23%	0%	32%	4%	12%	65%	15%	4%	19%	-13%	16%
North Park C & VS	113	99%	20%	20%	1%	40%	4%	10%	26%	49%	12%	61%	-3%	26%
Paris DHS	64	95%	31%	21%	0%	35%	0%	10%	30%	39%	21%	61%	27%	26%
Pauline Johnson C & VS	84	93%	17%	14%	5%	43%	6%	14%	31%	40%	9%	49%	11%	6%
Simcoe Comp S	56	96%	14%	7%	0%	36%	2%	13%	30%	44%	11%	56%	9%	7%
Valley Heights SS	64	94%	28%	22%	2%	36%	5%	10%	43%	33%	8%	42%	-13%	5%
Waterford DHS	35	100%	37%	3%	0%	56%	20%	14%	49%	17%	0%	17%	-23%	-24%
Board	785	95%	22%	14%	1%	35%	6%	14%	35%	37%	9%	45%	-1%	10%
Province	39881	96%	36%	30%	6%	42%	5%	13%	36%	37%	8%	45%	-2%	5%

~suppressed

**expressed as the percentage of more participating boys than girls achieving level 3-4



GRAND ERIE DISTRICT SCHOOL BOARD

TO: John Forbeck, Director of Education & Secretary

FROM: Andy Nesbitt, Superintendent of Secondary Program

RE: **Data Report - EQAO Board Report of the 2012-2013 Ontario Secondary School Literacy Test**

DATE: October 21, 2013

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive Data Report - EQAO Board Report of the
2012-2013 Ontario Secondary School Literacy Test

1.0 Background:

- 1.1 The purpose of the Ontario Secondary School Literacy Test (OSSLT) is to determine whether a student has the literacy (reading and writing) skills required to meet the standard for understanding reading selections and communicating in a variety of writing forms expected by *The Ontario Curriculum* across all subjects up to the end of Grade 9 (OSSLT Framework, EQAO, 2006).
- 1.2 Students must successfully complete the OSSLT in order to fulfill the literacy requirement of the Ontario Secondary School Diploma. Successful completion of the Ontario Secondary School Literacy Course is an alternative route to the literacy credential for students who have had at least one unsuccessful attempt at the OSSLT.
- 1.3 The OSSLT was administered on April 11, 2013 and May 14, 2013 to first-time eligible grade 10 students and to previously eligible students who were unsuccessful, absent, or deferred from previous administrations of the test.
- 1.4 In this administration, 2 044 Grand Erie Students were eligible for the first time; 1 940 students participated fully in their first attempt at the OSSLT. 1 087 students were previously eligible and of those 518 participated fully in this administration. 339 of the previously eligible students did not participate in the test, but took the Ontario Secondary School Literacy Course (OSSLC).
- 1.5 Data is reported separately for first-time and previously eligible students.

2.0 Additional Information

2.1 The 2013 OSSLT was comprised of two booklets. Each booklet contains both operational and field test reading and writing items. The operational items count toward a student's score while the field-test materials are assessed for suitability as future test items.

2.2 The 2013 operational items were:

- thirty-one multiple-choice reading items based on five reading selections;
- four open-response items related to three of the five reading selections;
- two short open-response writing tasks;
- two long open-response writing tasks (a series of paragraphs expressing an opinion and a news report);
- eight multiple-choice writing items.

2.3 EQAO reports data using two methods, "All Students" and "Fully Participating Students"

"All Students" gives a percentage breakdown of all students in the cohort who are working toward an OSSD. The only students excluded from these percentages are those who were exempted. To be eligible for an exemption, a student must have an Individual Education Plan (IEP). The IEP must include documentation to support an exemption from the OSSLT and clear indication that the student is not working towards and OSSD. Both parental consent and the approval of the principal are required for an exemption.

"Fully Participating Students" provides a percentage breakdown of those students who fully participated in the OSSLT. Students are considered to have fully participated in the OSSLT if they were present and completed work for both sessions of the administration. Students who are not working toward and OSSD, those who were absent, and those who were deferred are excluded. Fully participating students are assigned an achievement result (successful or not successful).

3.0 Summary Table of Results and Key Findings

Appendix A: *Grand Erie District School Board 2013 OSSLT Results Over Time*

Appendix B: *Grand Erie District School Board 2013 OSSLT and Grade 9 Math Results by Gender*

Appendix C: *Grand Erie District School Board Results Over Time for Aboriginal Education*

3.1

Summary Table GEDSB and Provincial Results

Successful First Time Eligible - Fully Participating

Year	GEDSB First Time Eligible	Provincial First Time Eligible
2009	75	85
2010	76	84
2011	72	83
2012	74	82
2013	71	82

3.1 Results for First Time Eligible Fully Participating Students

<u>Data- Based Observations:</u>	<u>Analysis and Next Steps</u>
<ul style="list-style-type: none"> - This year 71% of the fully participating students who wrote for the first time were successful compared to the province at 82%. - Last year 74% of fully participating students who wrote for the first time were successful compared to the province at 82%. (see Appendix A: <i>Grand Erie District School Board 2013 OSSLT Results Over Time</i>) 	<ul style="list-style-type: none"> - While the provincial results for this administration remained at 82%, Grand Erie's results of 71% overall for participating students represents a 3% decrease. - Next steps for 2013-2014 are identified in the Board Improvement Plan for Student Achievement. The key strategy is the Literacy Mapping project for students within the Applied and Locally Developed pathways. These students will be participating in a practice OSSLT assessment. The results will help to inform administration and teachers regarding areas for improvement with seven fundamental literacy skills embedded in the curriculum and the OSSLT. Other strategies include Literacy Mapping-Special Education, the School Support Initiative (SSI) and Cross Panel Resource for Literacy (CPR-L).

3.2

Summary Table GEDSB and Provincial Results

Successful Previously Eligible - Fully Participating

Year	GEDSB Previously Eligible Students	Provincial Previously Eligible Students
2009	48	54
2010	48	51
2011	44	49
2012	44	48
2013	43	49

3.2 Results for Previously Eligible Students

<u>Data- Based Observations:</u>	<u>Analysis and Next Steps:</u>
<p>- 43% of the students who wrote the OSSLT for a second or third time were successful and received the literacy credential compared to 49% in Ontario.</p> <p>- 31% of previously eligible students in Grand Erie (339 students) pursued the Literacy Credential through the OSSLC. The pass rate for OLC3O was 60%. The pass rate for OLC4O was 81%.</p>	<p>- The previously eligible demographic is at risk of failing the OSSLT. Next steps for 2013-2014 are identified in the Board Improvement Plan for Student Achievement. These strategies include the School Support Initiative (SSI) and the Cross Panel Resource for Literacy (CPR-L).</p> <p>- Many students who fail the literacy test benefit from the skills and knowledge taught in the classroom environment of the OSSLC. Students may take the OSSLC in either grade 11 or grade 12. Principals can recommend the course following one unsuccessful attempt at the test if it is in the student's best interest. The course supports the development of stronger reading and writing skills by developing a portfolio of tasks parallel to those on the OSSLT.</p>

3.3

Summary Table GEDSB and Provincial Results

OSSLT Results for Students taking ENG-2D

Year	GEDSB Grade 10 Academic English (ENG-2D)	Provincial Grade 10 Academic English (ENG-2D)
2009	95	96
2010	95	95
2011	94	95
2012	93	93
2013	93	94

Summary Table GEDSB and Provincial Results

OSSLT Results for Students Taking ENG-2P

Year	GEDSB Grade 10 Applied English (ENG-2P)	Provincial Grade 10 Applied English (ENG-2P)
2009	61	62
2010	60	60
2011	51	55
2012	52	53
2013	46	51

Summary Table GEDSB and Provincial Results

OSSLT Results for Students Taking ENG-2L

Year	GEDSB Grade 10 Locally Developed English (ENG-2L)	Provincial Grade 10 Locally Developed English (ENG-2L)
2008	16	21
2009	13	19
2010	17	15
2011	9	14
2012	9	12

3.3 Results Relating to Course Level: Academic, Applied, and Locally Developed English

<u>Data- Based Observations:</u>	<u>Analysis and Next Steps</u>
<ul style="list-style-type: none"> - Historically Grand Erie student achievement on OSSLT parallels provincial achievement in each of the three course levels. - This year students who were enrolled in Applied English experienced a significant decrease in their results. - Fully participating GEDSB students who took Academic English classes were highly successful, with a success rate of 93%. - Students enrolled in Applied English demonstrate less success at 46%. - The success rate among students taking Locally Developed English: 9%. - The provincial pass rates for fully participating students: <ul style="list-style-type: none"> Academic: 94% Applied: 51% Locally Developed: 12% 	<ul style="list-style-type: none"> -Students taking Applied English need additional support to be successful on the OSSLT. Grand Erie's continued goal of improving success on the OSSLT reflects this need. The supports for improved success on this assessment include: Literacy Mapping for students within the Applied pathway, Literacy Mapping-Special Education, the School Support Initiative (SSI), and the Cross Panel Resource for Literacy (CPR-L).

3.4 Results Relating to Students with Special Needs

<u>Data- Based Observations:</u>	<u>Analysis and Next Steps</u>
<p>First Time Eligible</p> <ul style="list-style-type: none"> - 27% of fully participating students with Special Education needs (excluding Gifted) were successful, compared to 51% in Ontario - 22% of fully participating IPRC students receiving accommodations were successful, compared to 49% in Ontario - 24% of students with a Learning Disability were successful, compared to 53% in Ontario - 32% of students receiving accommodations used a different response format (Assistive Technology), compared to 55% in Ontario - 33% of students receiving accommodations used a different presentation format (Assistive Technology) compared to 40% in Ontario <p>Previously Eligible</p> <ul style="list-style-type: none"> -22% of fully participating students with Special Education needs (excluding Gifted) were successful, compared to 31% in Ontario -31% of fully participating IPRC student receiving accommodations were successful, compared to 33% in Ontario -27% of students with a Learning Disability were successful, compared to 36% in Ontario -31% of students receiving accommodations used a different response format (Assistive Technology) compared to 54% in Ontario -23% of students receiving accommodations used a different presentation format (Assistive Technology) compared to 43% in Ontario 	<p>Results for students with special education needs indicate two specific areas for improved practice: the documentation and provision of appropriate accommodations, and the consistent use of Assistive Technology and Special Equipment Amount (SEA) equipment.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> -Follow up to 2012-13 IEP audits and provision of resources for schools to highlight best practices for the effective accommodations of instruction, assessment and evaluation -Sharing of results of 2013 schools and system IEP audits at Family of Schools meetings -Follow-up on IEP implementation by Family of Schools Superintendents during school visits -Collaborative development with Administrators re next steps for schools in IEP development and reviews, development of a resource providing information on “Look-Fors” in classrooms to ensure the effective implementation of IEPs -Continuation of IEP audits at school and board level to highlight for schools best practices for effective accommodations -Lead EA for SEA will continue to work with students on the use of Assistive Technology and their particular SEA software and train staff at these sessions as well as at after-school workshops throughout the Board -Continue the focused strategy of building classroom and learning Resource teachers’ capacity with the use of Assistive Technology with after school sessions -Partnership with Student Success on the Literacy Mapping – Special Education Collaborative Inquiry project involving 12 secondary schools -Pilot Project in Grade 9 in one secondary school: students with Learning Disabilities and their teachers are trained in the integrated use of Assistive Technology in their Classroom, and become the “Tech Experts” and support their peers in the use of Assistive Technology in their classes

Summary Table GEDSB and Provincial Results

OSSLT Results for FNMI Students

Year	GEDSB FNMI First Time Eligible	Provincial First Nation First Time Eligible
2013	48%	59%

** Provincial data obtained from *A Solid Foundation – Second Progress Report on the Implementation of the Ontario First Nation, Métis, and Inuit Education Policy Framework*

*** Provincial data is for First Nations students only. Due to Grand Erie's small Métis and Inuit population (less than 10 students), data was not desegregated based on the three populations.

3.5 Results Relating to First Nations Metis and Inuit (FNMI) Students

<u>Data- Based Observations:</u>	<u>Analysis and Next Steps</u>
<p>First Time Eligible -48% of first time eligible FNMI students were successful compared to 59% of First Nations students in the province</p> <p>Previously Eligible - 8% of previously eligible FNMI students were successful - 28% of previously eligible FNMI students were successful in fulfilling their literacy requirement through the OSSLC</p>	<p>-Results for FNMI students indicate that Grand Erie FNMI students profile 11% lower than First Nations students provincially</p> <p>-In addition, Grand Erie FNMI students profile 23% lower than all fully participating first time eligible students in Grand Erie</p> <p>-Previously eligible FNMI students are more successful in fulfilling the requirement through the Ontario Secondary School Literacy Course (OSSLC) due to the skills and knowledge taught in the classroom environment</p> <p>-In Grand Erie, 71% of the fully participating students who wrote for the first time were successful. This percentage includes those first time eligible FNMI students who were successful.</p> <p>Next Steps: -Next steps for 2013-2014 are identified in the Board Improvement Plan for FNMI Student Achievement. Strategies includes FNMI School Support Initiative.</p> <p>-It would be informative in the future, for Grand Erie's FNMI student data to be separated from the overall board results for both first-time eligible and previously eligible fully participating students. This would provide an accurate picture of how successful Grand Erie FNMI</p>

	<p>students are in comparison to non-FNMI Grand Erie students</p> <p>-Sharing 2013 EQAO results with Six Nations elementary administrators</p> <p>-Work collaboratively with Student Success to unpack the data and identify specific areas where FNMI students need additional support and work with the Student Success team to provide those supports</p> <p>-Collaborative work will continue with Student Success to examine FNMI students in academic, applied, and locally developed courses</p>
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Appendices:

Appendix A: *Grand Erie District School Board 2013 OSSLT Results Over Time*

Appendix B: *Grand Erie District School Board 2013 OSSLT and Grade 9 Math Results by Gender*

Appendix C: *Grand Erie District School Board Results Over Time for Aboriginal Education*

Respectfully Submitted,

Andy Nesbitt
Superintendent of Secondary Program



Appendix A
Grand Erie District School Board
2013 OSSLT Results Over Time

First Time Eligible - Percent Successful					
OSSLT Results for Participating Students Over Time	2009	2010	2011	2012	2013
Brantford CI & VS	81%	81%	81%	80%	78%
McKinnon Park SS	82%	79%	71%	71%	73%
Cayuga SS	73%	81%	77%	75%	71%
Delhi DSS	81%	75%	77%	75%	67%
Dunnville SS	75%	65%	76%	80%	68%
Hagersville SS	63%	68%	56%	72%	66%
North Park C & VS	82%	84%	80%	80%	77%
Paris DHS	87%	84%	76%	78%	75%
Pauline Johnson C & VS	76%	73%	65%	65%	63%
Simcoe Comp S	78%	81%	73%	75%	80%
Valley Heights SS	63%	71%	64%	66%	63%
Waterford DHS	74%	81%	72%	77%	69%
Board	75%	76%	72%	74%	71%
Province	85%	84%	83%	82%	82%

Previously Eligible - Percent Successful					
OSSLT Results for Participating Students Over Time	2009	2010	2011	2012	2013
Brantford CI & VS	60%	56%	44%	45%	49%
McKinnon Park SS	57%	46%	60%	51%	32%
Cayuga SS	43%	72%	52%	38%	64%
Delhi DSS	65%	33%	43%	54%	55%
Dunnville SS	64%	68%	67%	38%	43%
Hagersville SS	44%	33%	28%	40%	53%
North Park C & VS	38%	50%	40%	52%	44%
Paris DHS	53%	54%	54%	50%	44%
Pauline Johnson C & VS	56%	51%	56%	41%	38%
Simcoe Comp S	45%	48%	40%	38%	53%
Valley Heights SS	35%	37%	36%	48%	34%
Waterford DHS	42%	53%	38%	60%	67%
Board	48%	48%	44%	44%	43%
Province	54%	51%	49%	48%	49%

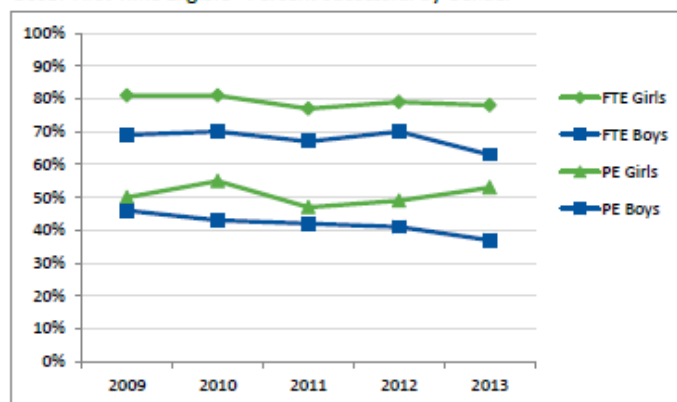


Appendix B

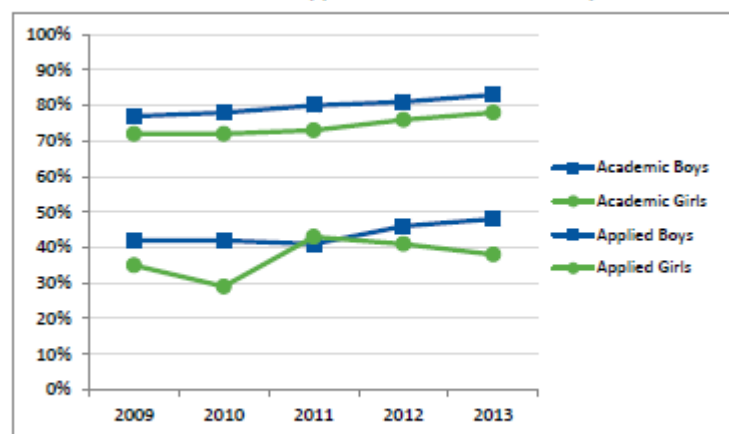
Grand Erie District School Board

2013 OSSLT and Grade 9 Math Results by Gender

OSSLT First Time Eligible - Percent Successful by Gender



Grade 9 Math Academic and Applied Percent at Level 3-4 by Gender

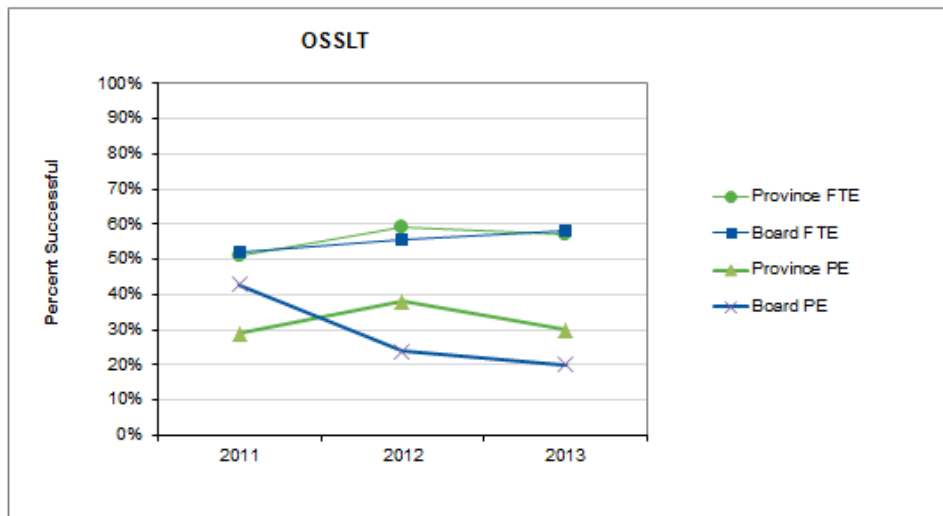
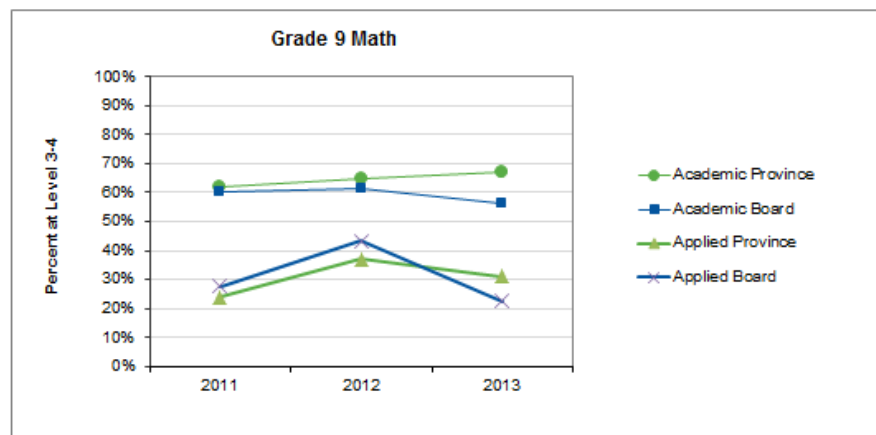




Appendix C

Grand Erie District School Board
EQAO Results Over Time for Aboriginal Students

■ Board ■ Province





Appendix D
Grand Erie District School Board
2013 OSSLT Summary of Results

Grand Erie District
School Board
2013 OSSLT
Summary of Results

Grand Erie District School Board 2013 OSSLT Summary of Results	Total # of Eligible Students	FIRST TIME ELIGIBLE																				
		Considerations and Accommodations				Results for All Eligible Students		Results for Participating Students		Distribution of Eligible Students by Program					Results for Participating Students by Program							
		% of Eligible Students who Participated	% of Eligible Students with Special Needs	% of Participating Students Receiving Accommodations	% of Participating Students Whose 1st Language is Not English	% Successful	% Not Successful	% Successful	% Not Successful	% Academic	% Applied	% Locally Developed	% ESL or ELD	% Other	% Successful Academic	% Not Successful Academic	% Successful Applied	% Not Successful Applied	% Successful Locally Developed	% Not Successful Locally Developed	% Successful ESL or ELD	% Not Successful ESL or ELD
Grand Erie Learning Alternatives	10	50%	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~	
Brantford CI & VS	292	98%	9%	9%	4%	76%	22%	78%	22%	71%	25%	3%	0%	1%	94%	6%	39%	61%	25%	75%	N/D	N/D
McKinnon Park SS	189	97%	16%	15%	4%	71%	26%	73%	27%	70%	25%	2%	0%	3%	89%	11%	33%	67%	0%	100%	N/D	N/D
Cayuga SS	122	93%	18%	18%	2%	66%	27%	71%	29%	49%	43%	5%	0%	2%	93%	7%	48%	52%	0%	100%	N/D	N/D
Delhi DSS	125	98%	6%	6%	5%	66%	33%	67%	33%	51%	42%	6%	0%	0%	95%	5%	42%	58%	0%	100%	N/D	N/D
Dunnville SS	100	91%	18%	0%	0%	62%	29%	68%	32%	44%	44%	12%	0%	0%	93%	7%	51%	49%	0%	100%	N/D	N/D
Hagersville SS	91	90%	31%	26%	6%	59%	31%	66%	34%	46%	47%	4%	0%	2%	90%	10%	44%	56%	0%	100%	N/D	N/D
Tollgate Technological Skills C	37	78%	86%	90%	0%	3%	76%	3%	97%	0%	0%	89%	0%	11%	N/D	N/D	N/D	N/D	4%	96%	N/D	N/D
North Park C & VS	264	97%	11%	10%	10%	75%	22%	77%	23%	65%	31%	3%	0%	1%	95%	5%	43%	57%	0%	100%	N/D	N/D
Paris DHS	177	98%	15%	14%	1%	74%	24%	75%	25%	64%	32%	3%	0%	1%	93%	7%	47%	53%	0%	100%	N/D	N/D
Pauline Johnson C & VS	223	87%	20%	14%	5%	55%	32%	63%	37%	39%	47%	8%	1%	4%	90%	10%	44%	56%	20%	80%	0%	0%
Simcoe Comp S	153	99%	7%	7%	1%	79%	20%	80%	20%	63%	33%	1%	0%	4%	98%	2%	44%	56%	N/D	N/D	N/D	N/D
Valley Heights SS	149	95%	22%	19%	33%	60%	35%	63%	37%	27%	48%	9%	4%	12%	92%	8%	63%	37%	17%	83%	0%	0%
Waterford DHS	112	97%	29%	27%	1%	67%	30%	69%	31%	54%	34%	7%	0%	4%	90%	10%	44%	56%	0%	100%	N/D	N/D
Board	2044	95%	17%	14%	6%	67%	28%	71%	29%	55%	35%	6%	<1%	3%	93%	7%	46%	54%	9%	91%	0%	100%
Province	143358	93%	18%	15%	23%	77%	17%	82%	18%	71%	22%	3%	2%	1%	94%	6%	51%	49%	12%	88%	47%	53%

PREVIOUSLY ELIGIBLE																					
Grand Erie Learning Alternatives	91	15%	34%	0%	8%	1%	14%	7%	93%												
Brantford CI & VS	78	81%	19%	22%	3%	40%	41%	49%	51%												
McKinnon Park SS	86	72%	29%	31%	15%	23%	49%	32%	68%												
Cayuga SS	72	46%	46%	30%	10%	29%	17%	64%	36%												
Delhi DSS	60	18%	37%	27%	0%	10%	8%	55%	45%												
Dunnville SS	75	47%	45%	0%	3%	20%	27%	43%	57%												
Hagersville SS	67	22%	60%	80%	14%	12%	10%	53%	47%												
Tollgate Technological Skills C	80	12%	70%	60%	8%	2%	10%	20%	80%												
North Park C & VS	66	65%	21%	19%	10%	29%	36%	44%	56%												
Paris DHS	69	86%	43%	42%	3%	38%	48%	44%	56%												
Pauline Johnson C & VS	161	48%	34%	25%	8%	18%	30%	38%	62%												
Simcoe Comp S	55	85%	24%	17%	4%	45%	40%	53%	47%												
Valley Heights SS	78	45%	38%	46%	26%	15%	29%	34%	66%												
Waterford DHS	46	26%	63%	42%	17%	17%	9%	67%	33%												
Board	1087	48%	39%	28%	9%	21%	27%	43%	57%												
Province	59080	52%	37%	31%	35%	26%	26%	49%	51%												

~suppressed



GRAND ERIE DISTRICT SCHOOL BOARD

TO: John Forbeck, Director of Education and Secretary

FROM: Wayne Baker, Superintendent of Education

RE: **Data Report – School Climate Surveys (2012-13)**

DATE: October 21, 2013

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive “School Climate Surveys (2012-13)” as information.

Background:

All GEDSB schools are required to conduct anonymous school climate surveys of their students every two years; the results of those surveys must be shared with their school Safe Schools teams, as outlined in PPM145 – “Progressive Discipline and Promoting Positive Student Behaviour”.

While various survey methods have been used in Grand Erie, the 2012-13 climate surveys involved schools in Norfolk and Haldimand Counties, only. For that reason, comparisons with previous years should be made with a degree of discretion.

Additional Information

School Climate is the sum of all personal relationships among all members of the school community. A positive climate exists when all members of the school community feel safe, included, and accepted. Bullying and harassment can have a significant negative impact on learning, student safety, and school climate. In fact, principals must consider suspension when dealing with acts of bullying.

Conducted on a regular basis, an anonymous school climate survey can help schools:

1. assess perceptions of safety from parents, students, and school staff
2. make informed planning decisions about bullying-prevention programs and promotion of safe, inclusive and accepting schools
3. determine the effectiveness of their programs on an ongoing basis
4. build and sustain a positive school climate

These benefits to the school climate ultimately benefit the academic achievement of our students.

Results:*students' perception of where bullying happens*

Primary/Junior
(Grades 3-5)

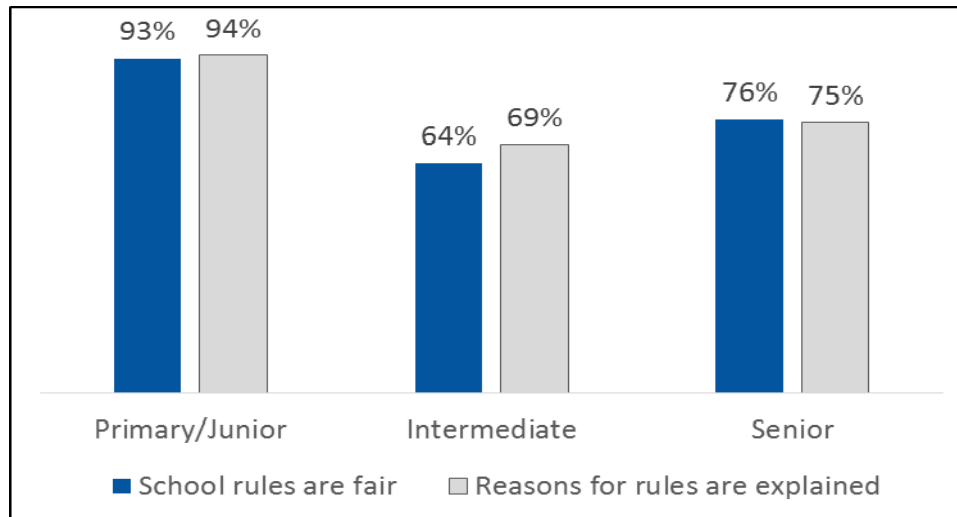
1. School Grounds/Yard
2. School Bus
3. Washroom

Intermediate
(Grades 6-8)

1. School Grounds/Yard
2. School Bus
3. Areas off School Property

Secondary
(Grades 9-12)

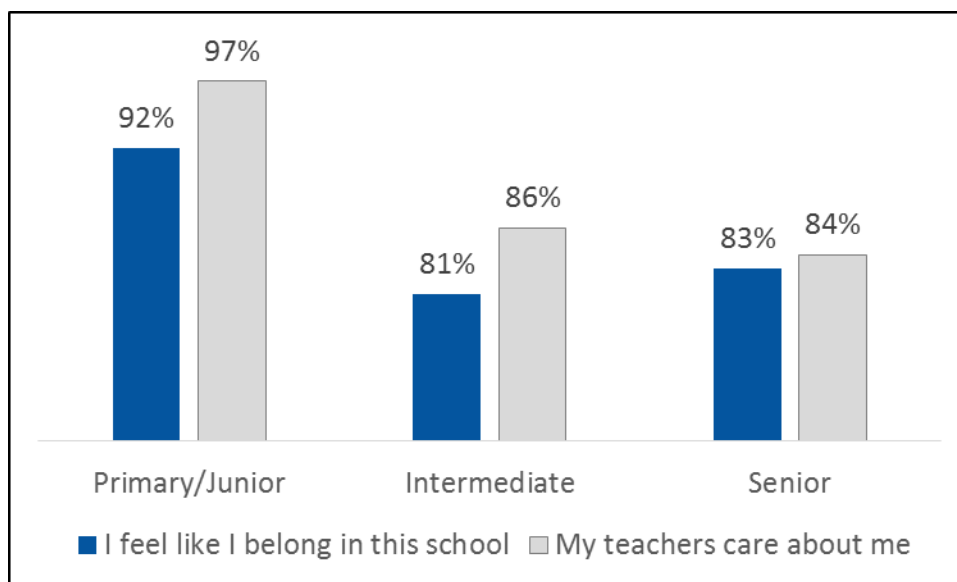
1. Hallways
2. Areas off School Property Where Students Smoke
3. School Grounds/Yard

student attitudes about school rules

Types of bullying that happen at schools

Secondary	<ol style="list-style-type: none"> 1. Social exclusion 2. Verbal abuse 3. Cyberbullying and Racist language
Intermediate	<ol style="list-style-type: none"> 1. Verbal abuse 2. Social exclusion 3. Cyberbullying
Primary/Junior	<ol style="list-style-type: none"> 1. Verbal abuse 2. Social exclusion 3. Physical

Student perceptions about connectedness to school

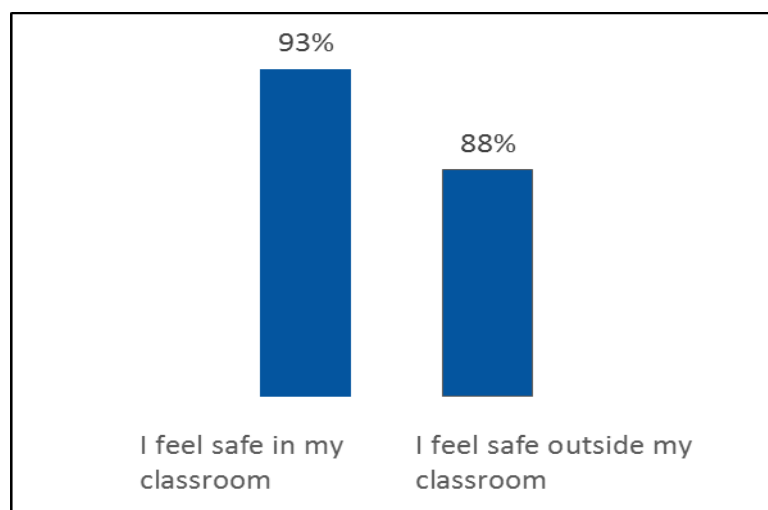


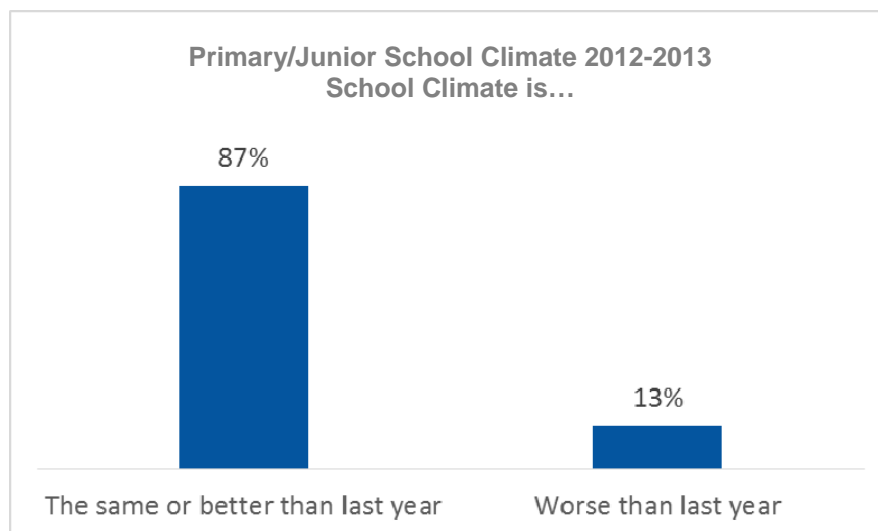
Number of Student Responses – 2011-12 Surveys

Primary/Junior	2542
Intermediate	1778
Secondary	<u>1524</u>
TOTAL	5844

OVERALL – Entire System

Student perceptions of safety inside and outside (e.g., cafeteria, hallways, washrooms, school grounds) of classrooms:

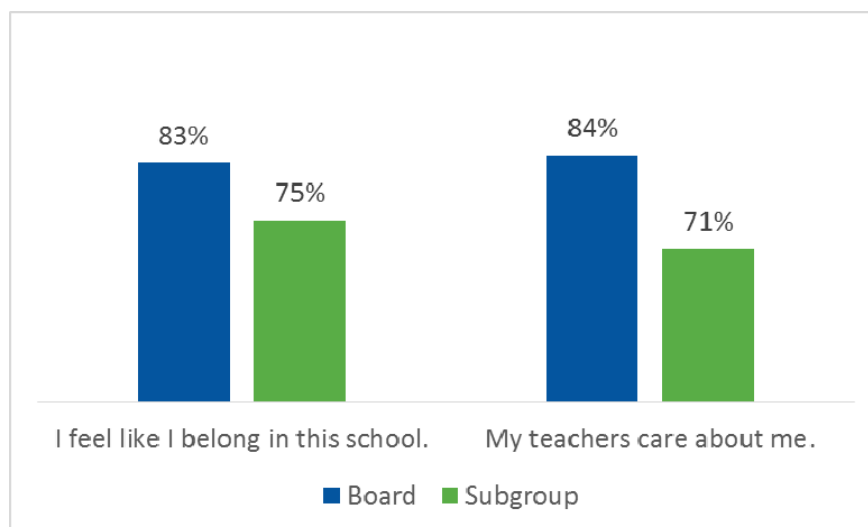


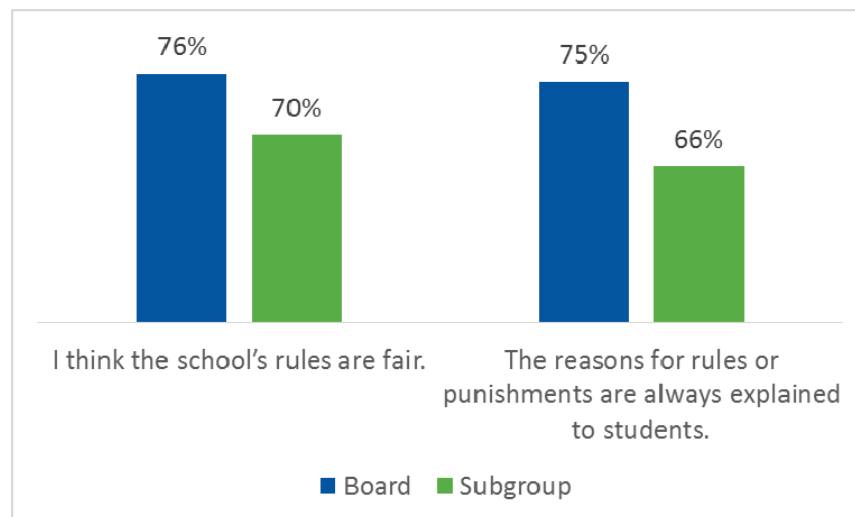
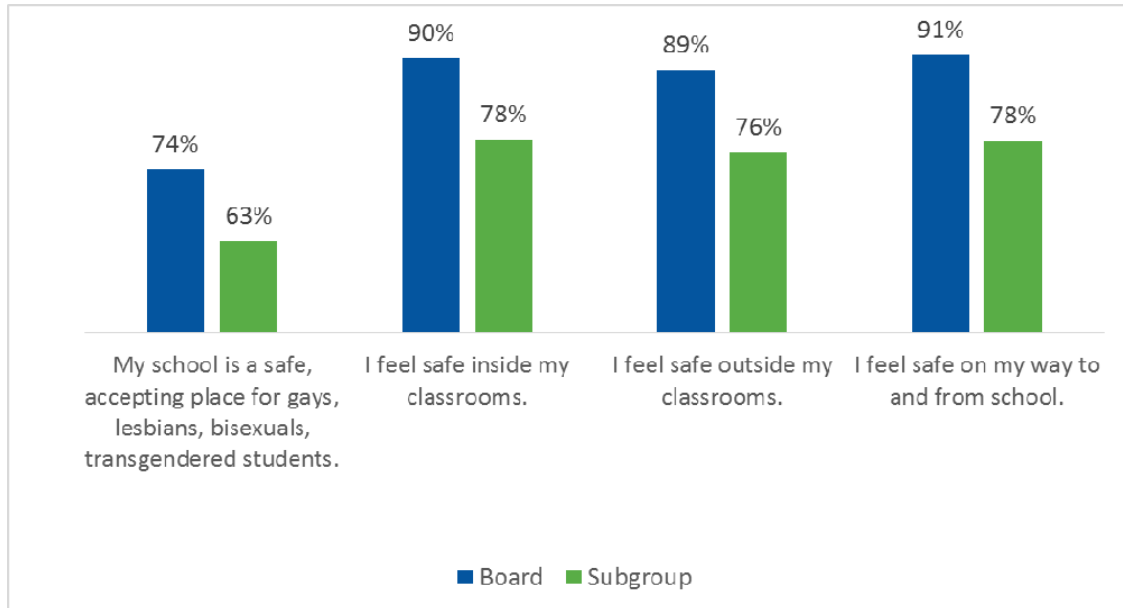


Looking at One Sub-group of Students

LGBTQ

The following are the responses from secondary students who self-identified as Lesbian, Gay, Bi-Sexual, Transgendered, Queer (LGBTQ).





Next Steps:

It's evident from the responses of the identified sub-group that students who identify with the LGBTQ community have perceptions that vary significantly from those of the overall population: they feel less positive about their educational experience. As next steps in addressing the perceptions of this group, this data will be shared with the Equity and Inclusive Education (EIE) Steering Committee for direction. As well, the information will be shared at Family of Schools meetings, in order that principals can include it in School Improvement Plan discussions. Finally, the Equity Series will continue in the 2013-14 school year, and the THINK Campaign will be launched. By virtue of making this information available broadly, we will be able to promote a more positive educational environment for all GEDSB students.

Respectfully submitted,

Wayne Baker
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: John Forbeck, Director of Education and Secretary

FROM: Wayne Baker, Superintendent of Education

RE: **Doverwood Public School Transition Committee**

DATE: October 21, 2013

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board disband the Doverwood Public School Transition Committee.

Background

Pursuant to GEDSB Policy FT9, a Transition Committee was established on October 29, 2012, with the purpose of providing input into the creation of an elementary school on the former PDCS site for September 2013, as well as the twinning of Doverwood P.S. and PDCS (Elementary) from February 2013 to June 2013.

The Transition Committee was comprised of:

Board Personnel

W. Baker, Superintendent of Education
 E. Dixon, Trustee
 J. Gunn, Superintendent of Business
 S. McKillop, Manager of Communications & Community Relations

School Personnel

K. Cottingham, Doverwood P.S. Principal
 M. Dulmage, PDCS Principal
 K. Peters, Doverwood teacher
 H. Robinson, PDCS/Doverwood VP
 M. Saunders, PDCS teacher

School Community

M. Mummery, PDCS parent
 A. Pow, Doverwood parent
 T. Rothwell – Doverwood School Council Chair

Union Representatives

J. Faulkner, CUPE
 D. Peters, ETFO

Recording Secretary – Wendy Slaven, Administrative Assistant

Additional Information

The Transition Committee – or its designated subcommittees - completed several tasks:

1. Provided input into the transition of Doverwood staff and students to the PDCS site
2. Established a process for moving furniture, equipment and resources to the PDCS site
3. Renamed PDCS to Lakewood Elementary School
4. Reconfigured the PDCS site into an elementary school
5. Organized closing and opening ceremonies
6. Collaborated with Norfolk County staff to create a shared-space library

The Transition Committee met three times: November 19, 2012; December 5, 2012; and January 31, 2013. Transition Subcommittees – Renaming Committee and Closing Ceremonies Organizing Committee – met on several more occasions.

Reports were presented to Trustees on January 14, 2013; April 15, 2013; and May 9, 2013.

The official responsibilities of the Doverwood Transition Committee concluded with the grand opening of Lakewood Elementary School on October 3, 2013.

Respectfully submitted,

Wayne Baker
Superintendent of Education



*Growing Excellence...
Inspiring Success*

Grand Erie District School Board

Education Centre: 349 Erie Avenue, Brantford, Ontario N3T 5V3

Telephone: (519) 756-6301 Fax: (519) 756-9181

Website: www.granderie.ca

Email: info@granderie.ca

March 27, 2013

The Honourable Liz Sandals
Minister of Education
22nd Floor, Mowat Block, 900 Bay Street
Toronto ON M7A 1L2

Re: Unpaid Professional Activity Days

Dear Minister Sandals,

Grand Erie District School Board Trustees approved the draft School Year Calendar for 2013-14 for submission to the Ministry of Education at the Regular Board Meeting on March 25, 2013.

Trustees express their disappointment that the unpaid professional activity days are being called professional activity days in the official Ministry School Year Calendars for 2013-14.

Grand Erie has lost three professional activity days for staff development which, as you know, is essential for learning and building capacity. These days were designated unpaid as a result of the agreement imposed in the Memorandum of Understanding.

We are concerned that the Ministry-approved calendar, which identifies specific days as professional activity days will mislead our communities. The good reputation of our staff and Board is being misrepresented and open to public criticism with respect to unpaid days identified as professional activity days.

Sincerely,

Rita Collver
Chair of the Board

Cc: Ministry of Education, Regional Office, 217 York Street, Suite 207, London ON N6A 5P9

School Support Centres:

Brantford:	108 Tollgate Road, Brantford, Ontario N3R 4Z6	(519) 754-1600	Fax: (519) 754-4842
Haldimand:	P.O. Box 670, 70 Parkview Road, Hagersville, Ontario N0A 1E0	(905) 772-3391	Fax: (905) 772-3878
Norfolk:	227 Main Street South, 3rd Floor, Waterford, Ontario N0E 1Y0	(519) 428-1880	Fax: (519) 428-2484

Ministry of Education

Minister

Mowat Block
Queen's Park
Toronto ON M7A 1L2
Telephone (416) 325-2600
Facsimile (416) 325-2608

Ministère de l'Éducation

Ministre

Édifice Mowat
Queens Park
Toronto ON M7A 1L2
Téléphone (416) 325-2600
Télécopieur (416) 325-2608



October 10, 2013

Ms. Rita Collver
Chair of the Board
Grand Erie District School Board
349 Erie Avenue
Brantford ON N3T 5V3

Dear Ms. Collver,

Thank you for your letter of March 27, 2013 regarding professional activity days. I apologize for the delay in responding.

As Minister, I have been pleased to see communities working together to continue to improve student achievement. Further, I recognize that it was a lot of hard work to ensure we had a positive start to this school year and I want to thank you for your efforts in that regard. We can now move forward on building one of the best education systems in the world.

For 2013-2014, there will be three (3) unpaid leave days on scheduled professional activity (PA) days. This was consistent with the wording of the memorandum of understanding that formed part of the current collective agreements.

All permanent regular day school members of a teacher bargaining unit will be required to take one (1) mandatory unpaid day on Friday, December 20, 2013. Working with school boards, teachers will be able to achieve savings through different offsetting measures to help pay for at least one professional development day. As a result of this, the October 11, 2013 PA day will be reserved for the delivery of provincial education priorities. The topic for October 11 has been established as a focus on teachers' professional learning with respect to closing the gaps in student achievement.

In addition to unpaid leave days on scheduled PA days for the 2013-14 school year, boards will have two mandatory professional activity days and one discretionary professional activity day. At the elementary level, the two mandatory professional activity days are to be used for assessment and completion of report cards, and may not be used as unpaid leave days. As you are aware, recent MOUs include provisions allowing for affected employees to earn back at least one unpaid leave day through the use of offsetting measures, such as voluntary unpaid leave and an early retirement incentive plan. A recent Memorandum sent to school boards from the Deputy Minister about the October 11 PA day is attached for your reference.

Thank you again for writing to share your views. Please be assured that the government remains committed to supporting teachers' professional learning throughout their careers.

Sincerely,

A handwritten signature in black ink, reading "Liz Sandals". The signature is fluid and cursive, with the first name "Liz" and the last name "Sandals" clearly distinguishable.

Liz Sandals
Minister

Enclosure

Ministry of Education

Deputy Minister

Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation

Sous-ministre

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2



Memorandum To:

Directors of Education
Secretaries and Supervisory Officers of School Authorities
Director, Provincial Schools Branch
Secretary-Treasurer, Ontario Teachers' Federation
General Secretary, Elementary Teachers' Federation of Ontario
General Secretary, Ontario Secondary School Teachers' Federation
General Secretary, Ontario English Catholic Teachers' Association
Executive Director, Association des enseignantes et des enseignants franco-ontariens

From:

George Zegarac
Deputy Minister

Date:

September 6, 2013

Subject:

Topic for the October 11, 2013 Professional Activity Day

The purpose of this memorandum is to provide information to school boards on the professional activity topic for the October 11, 2013 Professional Activity day.

As you are aware, amendments were made in January 2013 to Ontario Regulation 304 "School Year Calendar, Professional Activity (PA) Days" under the *Education Act* for the 2013/14 school year requiring school boards to designate five mandatory PA days, as well as allowing for one discretionary PA day for a total of six PA days.

These amendments reflected the collective agreement provisions that for the 2013/14 school year, there would be three unpaid leave days on scheduled PA days (October 11, 2013, December 20, 2013 and March 7, 2014).

As a result of subsequent negotiations, it has been agreed that the October 11, 2013 PA day will be a paid PA day that is devoted to provincial education priorities.

This is to advise you that the topic for professional activities on the October 11, 2013 PA day has been established as a focus on teachers' professional learning with respect to closing the gaps in student achievement. As part of the day's activities, school boards may want to include:

- Reviewing school achievement data over one or more years to identify groups of students and/or program areas where achievement levels are not as high as the average or are lagging behind consistently over time;
- Identifying the specific learning needs of students in order to close these gaps;
- Analyzing the gap between support for these students and their learning needs;
- Analyzing the School Effectiveness Framework self-assessment data for the school;
- Identifying the teacher learning needs relative to the student learning needs;
- Identifying the resources for addressing these teacher learning needs;
- Planning follow-on professional learning opportunities for teachers and monitoring mechanisms for implementation; and
- Planning professional learning connected to school improvement plans.

If you have any questions, please contact your local regional office.



George Zegarac
Deputy Minister

c: Barry Pervin, Assistant Deputy Minister
Instruction and Leadership Development Division

Janine Griffore, Assistant Deputy Minister
French-language, Aboriginal Learning and Research Division

Paul Anthony, Director
Teaching Policy and Standards Branch

Kathy Verduyn, Director
Field Services Branch

Regional Office Managers