Topic: **STUDENT ACHIEVEMENT REPORT**

Date: November 18, 2013

Time: 6:00 P.M.

Location: 100 King St W., 6th Floor, Room E

HWDSB Information Session

The Student Achievement Report is designed to provide a high-level overview of our progress towards achieving our vision of all students achieving their full potential and meeting our Expectations of:

- each student reading by Grade 2;
- each student engaged in personalized collaborative, inquiry-based learning environments;
- each student graduating and;
- each student improving in an authentic area of need as identified by each school's self-assessment process.

Specifically, based upon the 2012/13 Student Achievement Action Plan, this report details our journey in the areas of:

- K-2 Oral Language and Early Reading Strategy;
- Differentiating instruction and assessment for all students;
- Supporting instruction in mathematics;
- Analysis of collected data;
- Supporting the learning needs of students with a special education designation who are in regular class settings;
- Reaching out to potential early leavers to encourage graduation and
- Professional learning which focuses on creating the conditions for the adult learner to be successful.

Our work and learning in the above areas, has informed our actions and next steps in 2013/14 where we have refined our Action Plan (page 7) and become more explicit about the outcomes we will consider as evidence of growth in each area:

- Pre-K to 2 Oral Language and Early Learning;
- Mathematics and
- Personalized, collaborative, inquiry-based learning environments.

In comparison to the 2012/13 Student Achievement Report, this report combines information from the following two previous reports:

- ✓ 2012-13 Student Achievement and Engagement Report; and
- ✓ 2012-13 Kindergarten to Grade 2 Oral Language and Early Reading Strategy Report.

In addition, updates on some of the information that was contained in the 2012-13 Student Achievement and Engagement Report will be reported in the following subsequent reports:

- ✓ 2013-14 Positive School Climate Report (January 2014);
- ✓ 2013-14 21st Century Learning Report (January 2014);
- ✓ 2013-14 Student Engagement Report (March 2014);
- ✓ 2013-14 Early Learning Strategy Report (April 2014); and
- ✓ 2013-14 Professional Learning Report (June 2014).

While this report provides a high-level overview, more detailed data is provided in the Appendices as follows:

Appendix A – K to 2 Strategy
Appendix B – Differentiated Instruction
Appendix C – Instruction in Mathematics
Appendix D – Analysis of Data (Elementary and Secondary)
Appendix E – Special Education
Appendix F – Early Leavers
Appendix G – Community and Continuing Education

Name of Report: Student Achievement

To: John Malloy, Director of Education

From: Executive Council

Prepared by: Leadership & Learning

Date: November 18 2013

Organizational Alignment

Strategic Direction: Achievement Matters:
HWDSB will prepare all elementary students to be ready for success at the secondary school level.
HWDSB will prepare all secondary students to be ready for success in their chosen pathway, apprenticeship, college, university or workplace.
HWDSB will prepare all adult students to be ready for success in their chosen pathway: apprenticeship, college, community, university or workplace.

Annual Operating Plan: Knowing Our Students:
Assessment for, as, of learning
Tiered approach - pre-K – 2 literacy focus
Tiered approach to instruction and intervention, Grades 3-12+
Continued enhancements of program pathways

Director's Performance Appraisal:
Ensure a range of accessible program pathway options across the system to meet the needs of all learners
Implement an oral language and early reading strategy for K-2 students to ensure that all students are ready to read effectively
Ensure that a tiered approach to effective instruction and intervention is in place in all schools, and is implemented according to best practices
Ensure a range of accessible program pathway options across the system to meet the needs of all learners

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Overview/Context
This report combines an update on information from the following two previous reports:
- ✓ 2012-13 Student Achievement and Engagement Report; and
- ✓ 2012-13 Kindergarten to Grade 2 Oral Language and Early Reading Strategy Report.

Updates on some of the information that was contained in the 2012-13 Student Achievement and Engagement Report will be reported in the following subsequent reports:
- ✓ 2013-14 Positive School Climate Report (January 2014);
- ✓ 2013-14 Student Engagement Report (March 2014);
- ✓ 2013-14 Early Learning Strategy Report (April 2014); and
- ✓ 2013-14 Professional Learning Report (June 2014).

2012-13 Action Plan
The 2012-13 Action Plan to support increased student achievement involved the following components:

Process	*Area of Focus*	
Continue to: Create a student learning focus (through the school self-assessment process) Build staff capacity around this focus Monitor progress at the school level	Achievement Matters	
	Elementary	Continuation of the K-2 Oral Language and Early Reading Strategy (A)
	Elementary and Secondary	Strategies to differentiate instruction and assessment for all students (B)
	Elementary and Secondary	Strategies to support instruction in mathematics (C)
	Elementary and Secondary	In-depth analysis of collected data (D)
	Elementary and Secondary	Strategies to support the learning needs of students with a special education designation who are in regular class settings (E)
	Secondary	Strategies to reach out to potential early leavers to encourage graduation diploma completion (F)
	CCE	Professional learning that focuses on creating the conditions for the adult learner to be successful (G)

A. Elementary: Continuation of the K-2 Oral Language and Early Reading Strategy
(Note: Details on Pre K and K will be provided in the upcoming Early Years Report)

What We Did
Information and support has continued to be provided to classroom teachers to:
- ✓ assist in effectively differentiating instruction and assessment for all students in the regular classroom;
- ✓ increase teacher efficacy to support individual student needs; and
- ✓ sustain the gains made during the various tiered interventions that have been applied.

In 2012-13, support for the KLLIC! program and Class Act kits continued across the district to support oral language and early literacy development. Similarly, the Leveled Literacy Intervention (LLI) continued to be offered through the collaboration of LRTs, LIPTs and Program Consultants for students in Grade 1, ELL Learners, and Grade 2 French Immersion students who are deemed appropriate for this intervention. The Empower Reading Program was offered in all schools with primary divisions and supported by system trainers. Additional interventions continued to be explored to address particular gaps in reading experienced by some learners (such as the START Reading Program), as well as programs such as Peer Assisted Learning Strategies (PALS) to support the development of early literacy skills. Further information on HWDSB primary literacy programs and interventions is contained in Appendix A.

Impact of What We Did
The continued collaborative support from LIPTS and LRTs provided classroom teachers with increased focus and precision to instruction. Through participation in an early primary collaborative inquiry project (outlined in Appendix A) some primary classroom teachers were able to explore the impact of providing young students with more opportunities to develop higher order thinking skills. The use of the Making It KLLIC!, Class Act and LLI programs continued to increase teacher's knowledge of basic phonemic and early literacy skill development. Empower results continue to demonstrate the effectiveness of this intervention.

What We Learned
Responsive support to schools, based upon their school self-assessment, needs to continue.   Common areas of focus include the following tier 1 instructional areas: descriptive feedback linked to pre-determined success criteria, accountable talk, annotating the learning, asking guiding and open questions, and documenting and sharing student thinking. One challenge that emerged from the LLI delivery model was that students were being withdrawn for the LLI support and the strategies were not intentionally being utilized by the classroom teacher

during guided reading. This required us to revisit our approach to LLI in order to ensure that students who participated in this Tier 2 intervention were able to sustain the gains made during the intervention in the classroom environment.

The effect of PALS and other additional interventions that are serving to address needs at both the tier 1 and tier 2 levels needs to continue to be monitored.

The data regarding primary student achievement in reading has continued to be examined by Executive Council in order to determine the necessary staffing and/or adjustments to ongoing program implementation. As such, for 2013-14, the position of LIPT (as well as elementary Math Facilitator) was eliminated in favour of a new position of Instructional Coach (see Appendix A).

B.   Elementary and Secondary: Strategies to differentiate instruction and assessment for all students

What We Did
By knowing our students through the analysis of data and the use of effective instructional and assessment strategies, staffs continue to work to provide the appropriate program supports. Each school identified a student learning focus, a staff instructional focus, and a capacity building plan, through the self-assessment process. The system capacity builders and support personnel provided responsive, job-embedded support for schools and networked learning teams (Appendix B).

Differentiated programs to support groups of students with specific academic concerns continue to be supported and expanded. For example, the Camp Power summer literacy/numeracy program at Prince of Wales School (http://youtu.be/Pd7hWVEw7mg), and supports for newcomer ELLs and First Nation, Métis, and Inuit (FNMI) students (see Appendix B) help to improve and sustain academic gains through personalized engagement strategies.

Impact of What We Did
Monitoring and measuring the impact on student achievement at each school level, in a cyclical manner, requires a differentiated approach from system staff. This is necessary in order to support the effective implementation of differentiated classroom instruction. The Camp Power program demonstrated the effectiveness of integrating numeracy and literacy with culturally specific materials and resources, delivered through an inquiry-based model.   Quantitative data indicates improved academic results for the participating students as well as a positive qualitative impact on families and teacher professional development.

What We Learned
All interventions need to be documented and given reasonable time to demonstrate their effectiveness.

While all schools were monitoring student achievement, more attention is required on the level of teacher implementation of the strategies to differentiate instruction and assessment for all students, especially when the strategies being embraced are new to the teachers (Appendix B). The sustainability of the gains through summer programs such as Camp Power and other specific supports needs to be monitored. Ways to incorporate the successful strategies into regular day school programming need to be explored. We need to consider new and innovative ways to encourage voluntary, confidential, self-identification for our aboriginal students and create a strategy to improve student achievement.

C.   Elementary and Secondary: Strategies to support instruction in Mathematics

What We Did
All schools were supported with mathematical instruction that was focused on three-part lessons, open-ended questions, using manipulatives, activating prior knowledge, anticipating student responses, and assessment practices. An HWDSB Math project was focused on addressing the student learning needs particularly at the grade three and grade six levels as determined by system EQAO scores.

In secondary schools, math department heads and math facilitators worked together to build capacity in their learning teams and create collaborative learning environments, through the use of diagnostic testing designed to inform and guide instruction. The focus in secondary has been on the implementation of research-based

instructional practices. The use of technology to encourage students to talk about their thinking as part of the problem-solving process has also been explored. Additional information on these strategies is contained in Appendix C.

Impact of What We Did
The impact on student achievement was measured on report card and EQAO data.   Our report card data in grade 3 and 6 from June 2013 shows that approximately 75% of students are achieving at the provincial standard or higher, with our EQAO results decreasing slightly in grade 3 and remaining constant in grade 6 (see appendix D – Elementary). The impact on teacher practice was measured by pre- and post-surveys conducted through E-BEST (see Appendix C).
In secondary, although no definitive data was collected, there is anecdotal evidence that teaching practices have been impacted. Many schools have engaged in co-planning and co-teaching of mathematics and there has been an increase in the use of technology to record student thinking, which has resulted in increased student engagement in mathematics.

What We Learned
We learned that teacher efficacy in mathematics is low and we need to continue to provide support in mathematical content, as well as instructional and assessment strategies. We also learned through our data analysis that more work has to be done to understand assessment tasks in mathematics that meet the provincial standard (see Appendix C).   We need a formal mathematics strategy which targets specific grade levels (both elementary and secondary) and content areas as a starting point.

D.   Elementary and Secondary: Analysis of Collected Data

What We Did
A Data Mobilization Strategy was designed to provide a coordinated approach to knowing our students through data use within HWDSB. Our focus within 2012-2013 was to provide access to clear data sets and a clear process for system and school data use. The ability to provide the right data, in the right form, at the right time supports the ongoing school self-assessment process. These data sets are now available to all system and school leaders on the HWDSB portal (my.hwdsb.on.ca).

Impact of What We Did
The access to system data sets for all system and school leaders has increased system and school leaders' time in data analysis through the school self-assessment process and decreased their time searching, creating and preparing data sets at the school level. Secondly, we have also observed that posting the data sets on the portal has provided an opportunity for system leaders to make the data portable through tablet technology and having it available at their fingertips for learning team and school visit meetings. Thirdly, we have also learned that schools are able to arrive at an authentic student learning focus that is determined by the analysis of the system data sets.

What We Learned
We learned that access to effective, timely, and on-going system data sets was a barrier to time being spent on data analysis. Continuous improvement in this area will allow schools to engage in cyclical process of monitoring progress of student improvement to plan the next steps. The Data Mobilization Strategy Advisory Committee is vital to ensuring the access to the right data, in the right form, and at the right time is always being monitored and improved.

E.   Elementary and Secondary: Strategies to support the learning needs of students with special education designation who are in regular class settings

What We Did
HWDSB continues to provide a spectrum of special education supports and services for students. This spectrum

includes both in-school as well as itinerant support, short-term intervention services, and placements in regular class, special class and at Glenwood Special Day School. Staff endeavour to meet the needs of all students in the most enabling environment, and, wherever possible, special learning needs are addressed within the home school.

Short-term tier 2 interventions have continued at the elementary level, through the Centre programs. Increased support has been provided to address the needs of elementary students identified as gifted through itinerant and Centre support. A Social Communication program has been established to support students on the Autism Spectrum to participate more successfully in regular secondary classes. For students in tier 3 classes whose programs are entirely alternative, an Alternate Report Card has been developed to align with alternative Individual Education Plans (see Appendix E for program details).

Impact of What We Did
The number of special education classes at the elementary level continues to be reduced, due to increased differentiated instruction in regular classes and the increased support of various tier 1special education supports and services (see examples in Appendix E). Tier 2 short-term, time-sensitive interventions have assisted students with learning disabilities and behavioural challenges to return to successful integration in the regular classroom environment. Tier 2 supports for Grade 5 students identified as gifted assisted in improving their understanding of themselves as learners, and occurred alongside additional support for classroom teachers to differentiate for this exceptionality within the regular classroom. Tier 3 special class interventions are becoming more closely tailored to the profile of students and their specific strengths, needs, and pathways rather than primarily based on an exceptionality (see Appendix E).

What We Learned
Support from system capacity builders to increase the ability of all teachers to differentiate instruction to meet the needs of students with special education profiles needs to continue. This includes support to differentiate for students who have participated in specific tier 2 interventions in order to capitalize on gains made through Centre programs. Staff and families benefit from specific information to support students experiencing self-regulation, social communication, and behavioural challenges coupled with mild intellectual difficulties. Tier 3 classes require additional support to differentiate effectively for our students with the greatest exceptional challenges.

F. **Secondary: Strategies to reach out to potential early leavers to encourage graduation diploma completion**

What We Did
Secondary students continue to participate in cooperative education and experiential learning opportunities that are linked to their chosen pathway. Dual credit and Ontario Youth Apprenticeship (OYAP) opportunities gave students the chance to explore possible post-secondary destinations. Specialist High Skills Majors (SHSMs) provided personalized programming linked specifically to an employment sector, while students earned credits towards their graduation. SHSMs also provided a connection to community employers and organizations and sector-specific certification. Mohawk College and HWDSB have entered into a partnership which allows our students to experience, prior to their secondary graduation, a variety of post-secondary avenues (see Appendix F). HWDSB staff have reached out to re-engage early leavers via individualized timetables, after-school credit earning opportunities, links to alternative and continuing education (night school, summer school, e-Learning) and credit completion programs (see Appendix G).

Impact of What We Did
Experiential learning programs linked to specific pathways provide more personalized learning opportunities for students who might otherwise not consider some post-secondary destinations. The Turning Point program has allowed some students to complete their OSSD requirements who might otherwise not have done so in a regular high school environment. We have been successful in re-engaging many students who had left our system prior to graduating. As a result, our early leaver rate has decreased and this has contributed to our higher graduation rate.

What We Learned
Experiential learning programs are designed to provide students with opportunities to explore the workplace and although this is good for all students on pathways to all destinations, it is essential to meet the needs of HWDSB students who intend to go from school to work or apprenticeship. Providing more personalized pathways for some students encourages them to complete their diploma requirements. The partnerships with Mohawk College need to continue. Reaching out to early leavers to re-engage students is an effective practice when coupled with personalized programming to meet their needs.

G. CCE: Learning that focuses on creating the conditions for the adult learner to be successful

What We Did
Community and Continuing Education (CCE) staff continue to examine the profile of the adult learner as part of their school improvement planning process (see Appendix G). This process seeks to identify barriers to engagement and to define the optimal learning environment. In 2012/13 CCE undertook projects in four areas, which were designed to further our learning:
- ✓ barrier removal - intake and guidance processes which create the conditions for success;
- ✓ Advantage Adult Day School;
- ✓ Prince of Wales Adult Day School; and
- ✓ Hybrid Math Initiative.

Impact of What We Did
The *Advantage Adult Day School* program at Sir John A Macdonald Secondary School is now a satellite CCE program. Designed for students whose families immigrated to Canada when they were in their late teens, these English Language Learners would not be able to complete their schooling in a traditional school before turning age 21. This program is located at SJAM, in response to community need. The location created equity of access for these students. In 2012/13, eight students graduated from *Advantage*.
Expanding on our learnings from *Advantage* and building on our Tier 3 parent engagement work, CCE opened a satellite class at Prince of Wales Elementary School. This class was open to parents/guardians/caregivers of students attending Prince of Wales. 18 students participated in the first term. 13 credits were granted and 2 students graduated.
To address the academic barriers affecting the retention of some of our adult learners, CCE staff reviewed their achievement data to identify patterns of concern. Staff determined that student success rates in senior level math, a requirement for many post-secondary programs, was a concern: MCF3M 42% (achieved the credit), MHF4U 44%, MBC3C 30% and MAP4C 60%.   HWDSB staff engaged Ministry staff and CESBA partners in a discussion around this need (and whether the need was local or provincial). In early 2013, CCE entered into a partnership with 5 other school boards to study the following theory of action (Hybrid Math Project): adult learners will be more successful at bridging into higher level math if they have access to a combination of direct instruction and independent study supplemented by remedial support that provides just-in-time feedback so students persevere when they encounter challenges.

What We Learned
CCE must continue to be responsive to the learning needs of our adult students. Ensuring equity of access by locating programs closer to our learners has resulted in stronger engagement and student retention. In August, CCE launched the first Math Prep course as part of the Hybrid Math Initiative and two classes began in September. In addition, CCE is offering the only blended learning (eLearning and face-to-face) math program in the province. Initial feedback has indicated the additional interventions provided are appreciated by the students and retention at this initial stage is high.

2013-14 Action Plan

The 2013-14 Action Plan to support increased student achievement involves the following components:

We will continue to use a self-assessment process to engage, empower and create school ownership to ~~create~~ establish a student learning focus, to build staff capacity around this focus, and to monitor the progress at the school level.

Essential Component	Strategies (What we will do)	Evidence (Anticipated Outcome)
Pre-K to 2 Oral Language and Early Learning (Former A in 2012/13 Plan)	Continue to provide FDK teams support with oral language and literacy skills Expand professional learning opportunities with Affiliated Services for Children and Youth (ASCY, a community-based professional resource centre) Continue to provide targeted literacy interventions. Continue to support transference of skills and strategies from primary tiered interventions to the regular classroom environment	Improved oral language acquisition of students entering grade 1 as measured by diagnostic assessments and by report card oral communication mark Student reading levels continue to improve and be sustained as measured by diagnostic assessments and report card reading marks
Mathematics (Former C in 2012/13 Plan)	Math Strategy that focuses on Comprehensive Math Program, uninterrupted math blocks, specific content, tiered approach and parent engagement *(see appendix C – 2013-14 Numeracy K-12)*	Improved student performance in math assessments Increased home-school connection and engagement in mathematics
Personalized, collaborative, inquiry-based learning environments (Former B, E, F, G in 2012/13 Plan)	To support all students with improved learning environments by learning through our North Project Digital-Learning Approach Continue to support the learning needs of students with a special education designation within all environments Continue to reach out to potential early leavers to encourage graduation diploma completion Continue to create the conditions for the adult learner to be successful Develop a strategy to support aboriginal student achievement	Improved student performance in literacy and science based on report card assessments Perceptual data collected through teacher and student surveys and observation tools Improved student performance for students with a special education designation based on report card assessments Increased number of students re-engaging and graduating Increased number of credit accumulation by our adult learners Baseline achievement data collected More self-identified aboriginal students graduating

Appendix A

Continuation of
The K-2 Oral language and
Early Reading Strategy

A.1	Classroom Instruction
A.2	Early Primary Collaborative Inquiry (EPCI)
A.3	Making it KLLIC! and Class Act Kits
A.4	Leveled Literacy Intervention (LLI)
A.5	Empower™
A.6	LLI and Itinerant Support
A.7	Supportive Transitions for Students with Oral Communication Delays
A.8	Co-learning, Co-leading and Collaborating in Kindergarten
A.9	START READING Program
A.10	Peer Assisted Learning Strategies (PALS)

A.1 Classroom Instruction

The application of the various interventions initiated for some students continues to cause people to think differently about quality instruction and differentiation for all students. In 2012-13, continued collaborative support from LIPTs and LRTs provided opportunities for teachers to bring more focus and precision to instruction in the classroom setting. The need for the continuous monitoring of student progress has been highlighted. School- and system-based staff continue to look at how effective tier 2 strategies can be applied in the classroom, both to support students who are transitioning back to tier 1 following the intervention, and to support other students in the class. There is a recognition that quality instruction in the classroom is essential in order to sustain the gains made during the interventions.

A.2 Early Primary Collaborative Inquiry (EPCI)

The Early Primary Collaborative Inquiry (EPCI) was conducted with Kindergarten, Grade 1 and Grade 2 educators in six schools within the West Cluster of schools. Each grade "hub" was supported by a program consultant that could provide insight into the structure of Collaborative Inquiry. The question that framed the inquiry was, "W*hat is the impact of offering students opportunities to express higher levels of thinking through descriptive feedback?*"

The focus was on the impact of changes in instructional practise on student learning through collaborative planning and teaching. Imbedded in this study was a focus on the use of technology (iPads) to document students' thinking and learning, providing students with another vehicle to express their thinking and allowing educators to document their formative assessment of student work. Educators were provided with 3 half-day session with their grade teams to share their experiences, observations and reflections about topics within our inquiry question. Prior to each session, the lead teacher and hub facilitator met to discuss what strategy would be best suited for the current unit of instruction to match the inquiry of the group. To ensure consistency of data collection, structured templates for planning and student observation were developed to help guide the conversation and keep the observation focused. Participants were also provided with a final half-day session within their schools with their cross-grade teams. This session allowed participants to share the strategies that were explored in the different groups.

As a result of participation in the EPCI, participants realized that they were at an awareness stage of learning about the topic. If sustained changes in teacher practice were to occur, then they believe that further investigation needs to be put into the following areas:
- ✓ descriptive feedback linked to pre-determined success criteria;
- ✓ accountable talk; annotating the learning;
- ✓ asking guiding and open questions; and
- ✓ documenting and sharing student thinking.
- ✓

Perhaps what speaks the strongest from the HWDSB EPCI experience is the voice of participants who described their pivotal moments of learning. For some, it was a lesson, an idea or a strategy. For others it was reassurance or encouragement from relationships build during EPCI. Others had their 'aha' moment during an observation or interaction during a classroom visit, when using their iPads, or in the sidebar conversations before, during and after sessions. It was identified through the project that there is an on-going need to support primary teachers with the collaborative inquiry model. With a growing interest and need for documenting student learning in a variety of ways, further exploration of how this is best achieved in primary classrooms needs to be explored further. There needs to be more opportunity for reflection before teachers can more fully apply what they have learned to their own classroom practice.

A.3   Making it KLLIC! (Kindergarten Language and Literacy in the Classroom) and Class Act Phonological Awareness Kits

The Making It KLLIC! Program was provided to all schools in 2010-11 as a universal approach to supporting the development of oral communication and early literacy. In addition, the program was differentiated and responsive to individual needs, with some schools offering the program as a tier 2 (an intervention for some students), rather than a tier 1 (an intervention for all students) strategy, depending on the needs of the particular students in the class, and in alignment with the implementation of the full day kindergarten program. School Speech-Language Pathologists (SLPs) continue to support the program's implementation.

Class Act kits were developed in order to serve small groups of Kindergarten and grade one students at tier 2 who required more assistance to develop critical early literacy and meta-linguistic skills. These kits are also available in French for students in French immersion who requires extra support in this area. In 2012-13, school SLPs supported the continued implementation of the kits, differentiating the activities appropriately to meet individual student needs.   A collaborative team of teachers, 21st Century Learning Consultant and Speech Language Pathologist developed the Class Act App for use on the iPad which supported the use of technology in the classroom.

The implementation of the Making It KLLIC! program has continued to increase educator's knowledge in the areas of language, literacy, phonological awareness, articulation and grammar. Data gathered has continued to show an increase in the students' skills in rhyme, alliteration, and sound segmentation. The collaboration between SLPs, classroom teachers and Designated Early Childhood Educators (DECEs) has increased their knowledge of each other's role in supporting early literacy skill development.

The Making It KLLIC! program continues to grow and develop. In order to gauge the staff uptake and comfort level with implementing the program, an opportunity to participate in a satisfaction survey was provided to all kindergarten educators. Overall, the majority of respondents (86%) reported being "very" to "somewhat" satisfied with the Making It KLLIC! program.

Class Act kits continued to be used to provide differentiated support both to Kindergarten students needing additional support beyond the Making It KLLIC! program as well as to Grade 1 students not yet ready for the supports offered by Leveled Literacy Intervention (LLI).

The implementation of the Making It KLLIC! Program across the district will continue to be supported by Communication Services. SLPs will offer demonstration and training to teachers and DECEs new to Kindergarten.

The Class Act Kits will continue to be used across the district and updated as necessary. The school SLP and the 21st Century Fluencies Consultants will work together to continue to inform and train educators in schools with regard to the Class Act App to support oral language and early literacy development, and will investigate the use of other apps and technologies that support literacy development.

A.4   Leveled Literacy Intervention (LLI)

In 2-12-13, the Nelson Leveled Literacy Intervention (LLI) program continued to be offered through the collaboration of Learning Resource Teachers (LRTs) and Literacy Improvement Project Teachers (LIPTs) for students in Grade 1, English Language Learners (ELLs), and Grade 2 French Immersion students who were deemed appropriate for this intervention. In addition, in collaboration with E-BEST, new data continues to be collected to monitor the progress over time of the students who have participated in the program to assess whether or not the initial gains are being maintained.

By the end of the second full implementation year, 31% of the approximately 770 Grade 1 students who took part scored at or above the Grade 1 benchmark of 16, while 46% approached the benchmark, scoring between text levels 10 to 14. Overall the majority of students (61%) showed an improvement between 3 to 8 DRA

levels, while 21% showed improvement of between 1-2 levels, and 13% showed an improvement of 9 and above levels. 5% of students did not show any progress. Approximately 904 Grade 1 students participated in LLI in 2012-2013. By the end of the program, 31% of students scored at or above the Grade 1 benchmark of 16, while 46% approached the benchmark, scoring between text levels 10 to 14. Overall, as detailed below, the majority of students (81%) showed an improvement between 3 to 8 DRA levels, while 12% showed improvement of between 1-2 levels, and 7% showed an improvement of 9 and above levels. 1% of students did not show any progress.

Since its implementation in the 2010-2011 school year, we have continued to make the connections between the components of this resource (ongoing assessment, use of high quality texts, writing linked to reading, phonics and word work) to the components of a high quality comprehensive literacy program. In most cases, LLI is delivered in a withdrawal model delivered by the LIPT and / or LRT and as a result, classroom teachers are at a disadvantage in gaining insight of the excellent strategies being used in LLI. We know that many students have made good gains with LLI as a part of their literacy program and that their journey to success could serve as a model for other students and classroom teachers.

Starting in September 2013, the former model of LIPTs and LRTs delivering LLI as a team is no longer being implemented. Each elementary school in HWDSB with a primary division received a staffing allocation for the purposes of LLI support. This will allow schools to customize the LLI delivery model according to their specific needs, both in the classroom and through some withdrawal. The LLI support staff member will provide assistance to classroom teachers and other school staff (ELL teachers, LRTs) so that capacity can be built with as many stakeholders as possible. This will help a school respond to students' needs in a more seamless and integrated way.

A.5   Empower™

The Empower™Reading Program, developed by researchers from the Hospital for Sick Children in Toronto, provides a direct instruction, multi-strategic reading program for students with reading difficulties. Since 2011-12, the program has been available to all HWDSB schools with primary departments. Grade 2 students were chosen as the target group, based on previous research that had been gathered that indicated the increased effectiveness of the program when implemented at this level. However, selected Grade 3 students as well as students from higher grades have also participated.

In 2012-13, Empower Trainers trained and mentored 23 permanent teachers and 10 Long Term Occasional Teachers (LTOs) for sites requiring a replacement teacher due to moves, leaves and promotions. In addition, they trained and mentored a total of 100 teachers delivering Empower in 88 schools. Additional training was offered in high needs schools in order to have a second LRT trained to deliver Empower to primary students. Seven schools participated in this expansion: Bennetto, Dr. Davey, Gatestone, Helen Detwiler, Hess St., Hillcrest, and Queen Victoria (which ran a Junior Empower Group). In total, the Empower program was delivered to 712 students.

The Empower teachers also answered questions and posted materials to support the delivery of the program through an email conference site. HWDSB has continued our ongoing professional partnership with the developers of the program, The Learning Disabilities Research Team from the Hospital for Sick Children in Toronto.

It is clear that a quality comprehensive literacy program in the classroom enhances the achievement outcomes of the Empower™ Reading students. Some students find it difficult to transfer their Empower skills to other situations and settings and efforts are continuing to assist with this process. Schools and school situations continue to be unique and the Empower trainers continue to problem solve with schools collaboratively to resolve a variety of issues. In the delivery of Empower, program fidelity and student achievement are directly connected. It is essential that the program be delivered as designed in order to achieve the greatest chance of success.

A.6   LLI and Itinerant Support

After 3 years of the K-2 Strategy, it was recognized that, in order to continue to meet the needs of individual schools/clusters, the delivery model needed to be differentiated. Providing consistency of trained personnel and the need to have more coaching regarding broad issues such as assessment and instructional strategies and how these are utilized in areas of language in the regular classroom setting needed to be better supported. With input from school administrators regarding their school needs, a revised model of support was put in place. The revised model continued to provide
- ✓ support for LLI (K to 2 Strategy);
- ✓ training to build capacity for the delivery of LLI within our grade 1 classrooms as we move toward sustainability; and
- ✓ support to promote and support effective instruction and assessment strategies within the classrooms.

Schools were provided with an in-school LLI Support staffing allocation. The itinerant roles of Literacy Improvement Project Teachers (LIPTs) and elementary Math Facilitators were eliminated and replaced with system itinerant roles entitled Instructional Coaches. The Instructional Coaches have been supporting schools and teachers to better implement and assess strategies to meet the needs of all students within the regular classroom setting.

A.7   Supportive Transitions for Students with Oral Communication Delays

In June of 2011, the Ministry of Children and Youth, Ministry of Health and Long term Care and the Ministry of Education issued an Expression of Interest to participate as a demonstration site to deliver integrated speech and language services. Our community (including representatives from Best Start, Affiliated Services of Children and Youth, Early Words, CCAC, HWDSB, HWCDS, parents, McMaster Children's Hospital and Early integration Resources Hub) was not successful in being chosen as an official demonstration site but all parties recognized the importance of meeting to explore continuous improvement and integration of services to better to support children. As such, CCAC, Early Words, HWCDSB and the HWDSB have continued to meet.

The expression of interest demonstration sites throughout the province were completed in June 2013. A report is expected in November of 2013 which will outline recommendations to the Ministry of Child and Youth (MCYS), Ministry of Education (MOE) and Ministry of Health and Long-Term Care (MHLTC) regarding speech and language services for children and youth.

A.8   Co-learning, Co-leading and Collaborating in Kindergarten

Early Childhood Educators (ECEs), Speech-Language Pathologists (SLPs), and Kindergarten teachers in some of our schools participated in an inter-disciplinary manner to support the oral communication and early literacy skills for our youngest learners. The project allowed for SLPs to observe and interact with students and educators to discuss universally effective instructional practices (tier 1) such as KLLIC and also to assess if there were students in the classroom who were at risk or delayed in their oral language skills which may impact early literacy (tier 2). These students, with parent/guardian permission, received small group instruction in the classroom which was implemented by kindergarten educators and SLPs. If students did not respond to this instruction, then a referral for individual assessment by the SLP was initiated (tier 3). In this way, the team approach was used to provide differentiated levels of support to all students in the classroom.

In a brief survey provided by E-BEST, kindergarten educators indicated that they had more opportunities to interact and learn from SLPs for their benefit and the benefit of their students. SLPs felt more engaged in classroom instruction, increased their knowledge of the kindergarten program, and had a higher sense of effectiveness in supporting student learning as consultants. Staff will explore the expansion of this model as a foundation for service delivery throughout the district for kindergarten students.

A.9   START READING Program

The START (Structured Activities for Reading Together) READING Program grew out of a project that was formerly known as Structured Reading and has been supported by an inter-disciplinary team of SLPs, LIPTs, LRTs, Special Education and Program Consultants, and E-BEST continued to research evidence-based practices. A gap that affected a few students was identified between the Class Act and LLI interventions. The START READING Program was introduced in a number of schools to address a gap between participation in Class Act materials and the LLI intervention. The program addresses several basic areas of language acquisition including alphabet knowledge, decoding/encoding rules, and symbolic representations. The START READING Program has continued to be recommended to schools where there are students with this profile of learning and educators are requesting instructional resources to address the gap.

A.10   Peer Assisted Learning Strategies (PALS)

Twenty-seven teachers across 5 schools (serving approximately 500 students) were provided training, implementation support and program fidelity support to deliver effective, evidence-based Tier 1 reading instruction in their classrooms. PALS is a Tier 1 reading instruction program that provides teachers with the necessary skills and knowledge to teach children how to read.   This includes how to teach phonemic segmentation and blending skills, the alphabetic principle and basic phonics, as well as social learning skill instruction in the form of peer coaching in daily shared reading opportunities, following a Response to Intervention (RTI) model.   This involves a process for carrying out regular and frequent progress monitoring of Tier 2 and Tier 3 students (every 4 to 6 weeks) using quick, specific, one-minute tests (Dynamic Indicators of Basic Early Learning Skills or DIBELS). Based on this data, instructional strategies were developed to target specific reading skills in students whose DIBELS scores fell below benchmark.

Teacher feedback suggests that PALS training and the PALS program itself continue to be highly valued (e.g., explicit strategies and developmental steps for teaching early reading skills to children in the regular classroom). Students are engaged in the program's social learning structure (peer coaching), predictability and motivation system. Teachers were keen to learn how to use DIBELS as a progress monitoring (PM) tool to inform reading instruction. Pre/post data showed significant improvement in DIBELS scores across all students, regardless of their reading ability.

It has been a challenge to incorporate PALS instruction in the classroom without losing key ingredients of comprehensive literacy within the literacy block during the school day, particularly for students who have started school with little exposure to print. Literacy and program consultants were instrumental in addressing this challenge by providing guidelines and strategies for integrating PALS reading skills into classroom literacy block without losing important aspects of comprehensive literacy.

System staff will continue facilitate the implementation of the PALS program in participating schools. The target groups will be Kindergarten and Grade 1 classrooms plus below-benchmark readers in Grades 2 and 3 (i.e., focus on developing solid text reading skills). Staff will expand program fidelity support and co-learning opportunities by developing an accessible electronic catalogue of video recorded (live) instructional strategies specific to PALS programming.

Staff will continue to provide PALS teacher training and program fidelity support, as well as benchmarking support for teachers through the use of DIBELS testing, 3 times per year. We will explore the acquisition of the University of Oregon data management and report generating system for DIBELS data progress monitoring data, in order to organize and monitor the results of the program. In addition, increased collaboration with language and literacy support staff will be facilitated to support a fully-integrated comprehensive literacy block.

In 2012-2013 approximately 500 students across 5 schools participated in PALS reading program. Students received the Kindergarten, Grade 1 or Grade 2 PALS curriculum based on students' skill at the beginning of the year. Students' skills were assessed using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) throughout the year as well as at the beginning and end.

Because only 3 of the 5 schools were able to collect comprehensive benchmark data (using DIBELS), these results pertain only to these 3 schools. Within these 3 schools, pre and post data were available for 244 students.

Of the 244 students, 119 received PALS Kindergarten level, 63 received the Grade 1 level, and 62 received PALS Grade 2 level. Change in students' basic early literacy skills are summarized below, separately, by PALS grade level received.

PALS Level –Kindergarten

Students' progress in PALS was assessed using the Phoneme Segmentation Fluency (PSF) measure within DIBELS. PSF assesses a student's fluency in segmenting a spoken word into its component parts or sound segments. On this measure, students are assessed mid-year (approximately January) and at the end of the school year. Students' progress is displayed separately for Junior Kindergarten (JK) and Senior Kindergarten (SK) students. The end of year benchmark for SK is 40+. Statistical analyses showed that JK and SK students significantly improved in PSF from mid to the end of the year. By the end of the year, SK students met the end of year benchmark of 40+, while JK students met the SK beginning of year benchmark of 20+, which indicates readiness to enter SK.
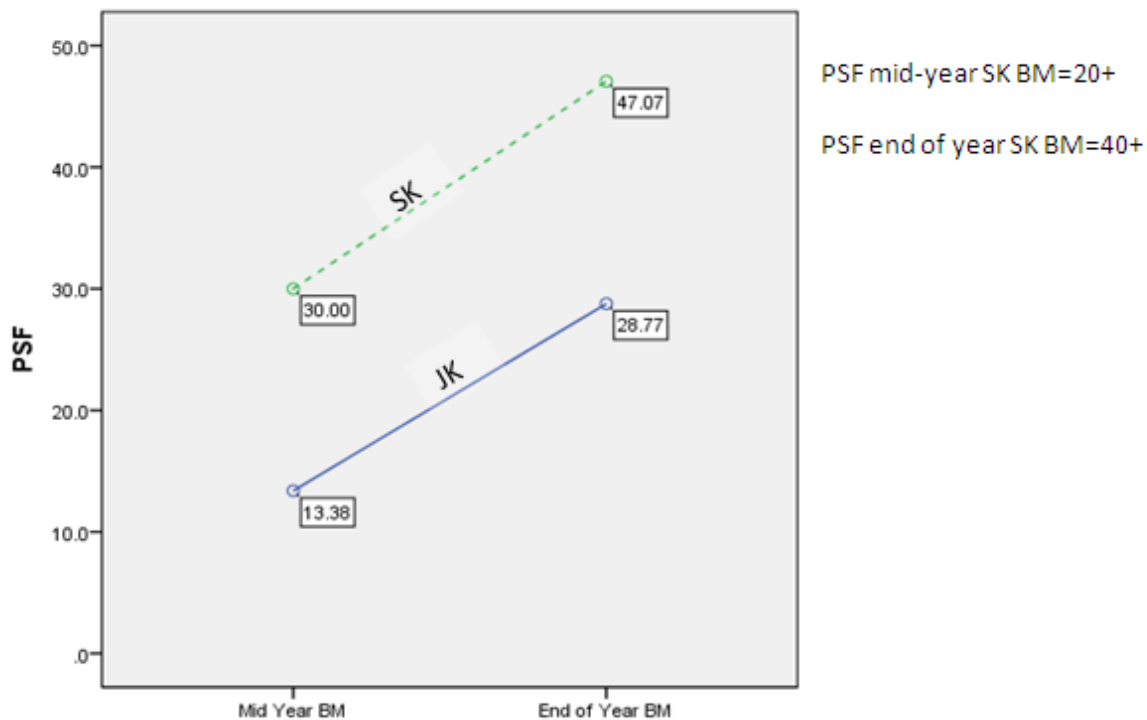
PALS Level –Grade 1

Grade 1 students' progress in PALS was assessed using Nonsense Word Fluency (NWF). NWF is a brief, direct measure of the alphabetic principle and basic phonics. It assesses knowledge of basic letter-sound correspondences and the ability to blend letter sound into consonant-vowel-consonant (CVC) words.
There are two separate scores reported for NWF:
1.   Correct Letter Sound (CLS) is the number of letter sounds produced correctly in one minute.
2.   Whole Words Read (WWR) is the number of make-believe word read correctly as a whole word without being sounded out.

On these measures, students were assessed at the beginning of the year (i.e., September/October) and at the end of the school year. Students' data were categorized into groups according to whether their scores on CLS and WWR when entering PALS (September/October) were below or above the Grade 1 Benchmark (BM). For both CLS and WWR, statistical analyses showed that irrespective of students' skill level upon entering PALS, their scores significantly improved from the beginning to the end of the year. Therefore, students benefitted equally from the program irrespective of starting ability level on these two measures.
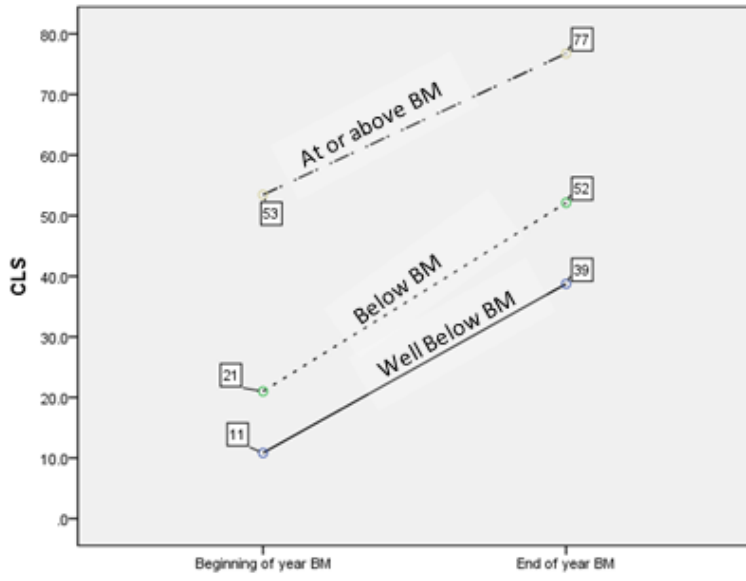
CLS beginning of Gr 1 BM=27+

CLS end of Gr 1 BM =58+
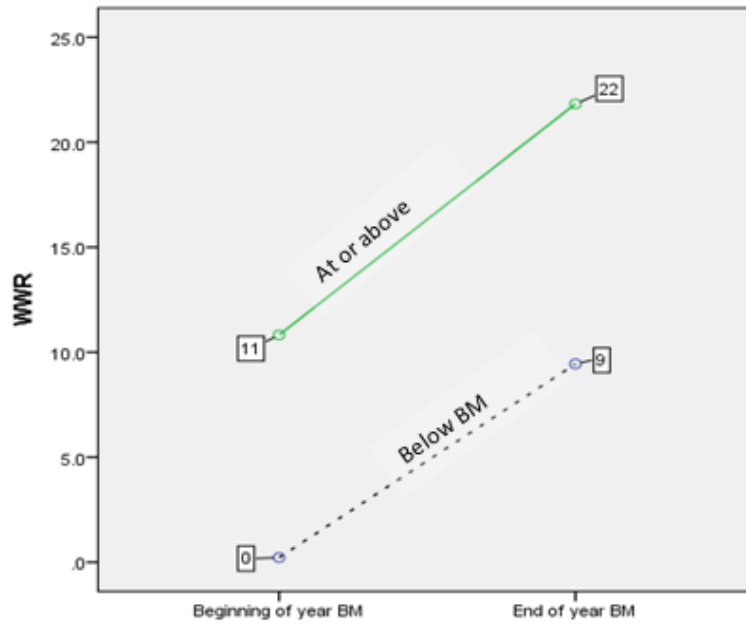
NWF-WWR beginning of Gr 1 BM=1+

NWF-WWR end of Gr 1 BM =13+

m

9

PALS Level –Grade 2

Grade 2 students' progress in PALS was assessed by measuring the number of correct words students could read at the beginning and end of the year. Students' data were categorized into groups according whether the number of correct words they read when entering PALS (September/October) were below or above the Grade 2 Benchmark (BM). Statistical analyses showed that irrespective of students' skill level upon entering PALS, the number of correct words they could read significantly improved from the beginning to the end of the year. Therefore, students benefitted equally from the program irrespective of starting ability level.

Number of correct words
Gr 2 beginning of year BM=52+

Number of correct words
Gr 2 end of year BM =87+
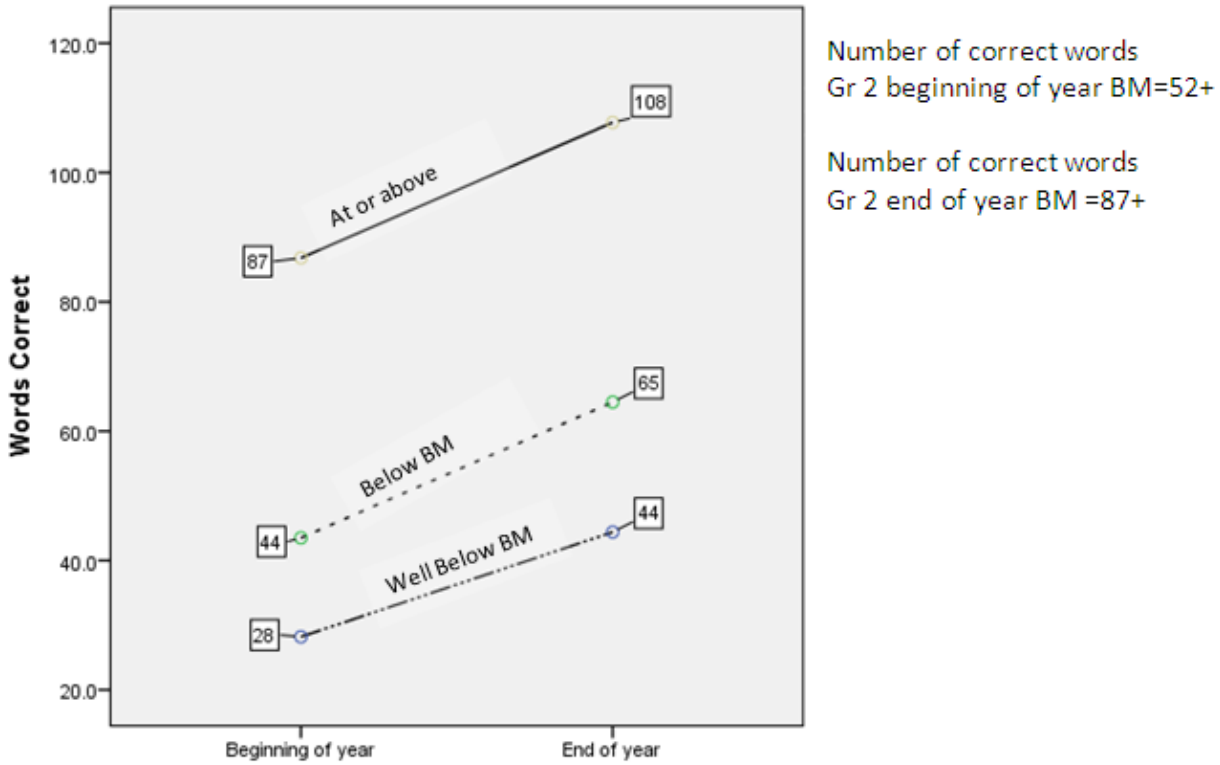
Appendix B

Strategies to Differentiate Instruction and Assessment for All Students

B.1	Classroom Instruction
B.2	School Self-Assessment Process
B.3	Camp Power
B.4	ESL/ELD Programs and Services
B.5	First Nation, Metis and Inuit (FNMI) Student Achievement Initiatives

B.1   Classroom Instruction

Staffs continue to analyze the previous year's data, in both literacy and numeracy, to support classroom staff in the delivery of programs that are differentiated, based on student need. By knowing our students through the use of effective instructional and assessment strategies, staffs continue to work to provide the appropriate program supports. Regular classroom interventions can include whole class or small group targeted instruction, accommodated programming, as well as differentiated and evidenced-based classroom instruction. All interventions need to be documented and given reasonable time to demonstrate their effectiveness.

B.2   School Self-Assessment Process

Schools continued to identify a student learning focus, a staff instructional focus, and a staff capacity building plan through the school self-assessment process. What emerged in the area of the staff instructional focus and staff capacity building were four themes: *assessment for learning* (learning goals, success criteria and descriptive feedback, self/peer assessment), *21st century learning and teaching* (inquiry, global perspectives, higher order thinking, technology), *mathematical strategies* (guided instruction, diagnostic tools, problem solving, thinking) and *differentiation* (learning need, interest, learning style). These four themes became the focus of the learning for our capacity builders who provided responsive, job-embedded support for school and networked learning teams through a collaborative inquiry model of learning.

Through the school self-assessment process, each school monitored and measured their impact on student achievement of the strategies to differentiate instruction and assessment for all students. Some schools were able to provide the evidence of improved student improvement in the identified student learning need, while other schools struggled with the cyclical monitoring of the evidence between formal reporting periods. From the system level (regular Superintendent visits, Principal Learning Team visits and School Effectiveness Support visits) we are able to observe the positive impact assessment for learning and 21st century learning and teaching strategies are having on student work in literacy, especially in the primary and junior years. We also observed that some schools were in the early stages of implementation and hence, they monitored the impact on teacher practice more so than the impact on student improvement.

There were four key themes that emerged from what we learned. Firstly, that schools feel more comfortable with monitoring and measuring impact on reading and writing then they do mathematics. Secondly, monitoring and measuring impact on student achievement at each school level, in a cyclical manner, requires a differentiated approach from system staff. Thirdly, we learned that all schools were monitoring, but some were monitoring at the level of teacher implementation of the strategies to differentiate instruction and assessment for all students, especially when the strategies being embraced were new to teacher practice (i.e. 21st century learning strategies/tools, guided instruction in mathematics). Fourthly, we learned during the challenges of last school year that to continue to develop our learning organization, we need to continue to respect the concept of teacher professional judgment that is informed both by research and teacher experience and knowledge. As a result, we will be more intelligent by developing key system strategies that will help provide clear direction for all teachers in the areas schools require the most support.

Our action plan will is aligned to the four themes of what we learned. Firstly, to support monitoring and impact of strategies to differentiate instruction and assessment for all students in reading, writing and mathematics, we have moved from an expert model of support (i.e. Literacy Improvement Project Teachers, Math Facilitators) that has an effect size of 0.22 to an Instructional Coach model of support that has an effect size of 0.62. Secondly, to support the cyclical monitoring and measuring of impact, we have reviewed all the organizational tools and the key functions of each tool to support our principals and vice-principals in leading school improvement planning and Executive Council have committed to the coherent use of these tools. Thirdly, to support a differentiated

approach of where schools are on the continuum of implementation, we are going to continue to commit to create more opportunities for network learning for teachers, whether face-to-face or through collaborate on-line learning spaces (i.e. HWDSB Commons). Fourthly, we are committing to the development and use of our system strategies (i.e. 21st century learning, math, early years) to support intelligent expectations, supported by responsive capacity builders.

B.3   Camp Power

In the summer of 2013, Camp POWER offered a three week, full-day program to 150 students from three North Cluster schools that incorporated literacy, numeracy and functional fitness. The focus of this project is to support primary-aged students with quality summer literacy and numeracy programming in an effort to minimize summer learning loss. During the morning portion of each day, all students were involved in inquiry-based learning. Each day began with a literacy connection and students spent time developing questions to guide their inquiry. Literacy and numeracy were integrated throughout the morning as students guided their own inquiry using materials purposely chosen by the instructors. The use of technology was incorporated into all inquiry-based activities.

Approximately one-third of the registered students opted to be part of one our First Nations Metis Inuit (FNMI) classes. These students still received rich literacy and numeracy programming in an inquiry-based model, but their inquiries were driven by culturally specific materials and resources.

During the lunch hour, all students and staff sat down to a hot, nutritious meal served family-style and then participated in a half-hour of functional fitness activities.

Each afternoon, students rotated through three different literacy, numeracy or FNMI-based activities that incorporated physical fitness and / or technology. These activities were overseen by one of our nine instructors and /or partners from the Kiwanas Boys and Girls Club. There were eight activities in total and all students experienced all activities over the course of 2-3 camp days before rotating through new ones.

The on-site Camp POWER administrator organized and facilitated daily parent sessions with the support of a Board social worker, speech and language pathologist, and fitness teacher. Parents were approached during the first few days of camp to give input into the types of sessions and information they would like to receive in the following days and weeks.

Several special events were woven into the Camp schedule to enhance some of the key components of the program. These were whole-group activities and included an Aboriginal puppet show, a math-based musical group from CB C TV, and two local hip-hop artists who led students in staff in an afternoon of dance.

Upon leaving Camp POWER, all students were provided with a new backpack filled with supplies to continue their success into the school year. These included the collection of book titles used to jumpstart the inquiry each day, the various math manipulatives that were modeled and used in the summer program and will support them in their numeracy learning in the upcoming year, and a variety of school supplies.

This family oriented program is partially funded through a grant from the Council of Directors of Education (CODE), with additional Board funding for Social Work and Speech Pathology support. Qualitative and quantitative data was collected, indicating that the students make academic gains in the program and the gap for these students that occurs between the end of June and the beginning of September has been minimalized. Qualitative data indicates that the program has a positive impact for families and for teacher professional development.

B.4   ESL/ELD Programs and Services

The focus in 2012 – 2013 continues to be improved student achievement through collaborative inquiry and staff capacity building around the STEP (*Steps to English Proficiency*) framework.   Towards this end, learning teams across both elementary and secondary panels plan, act, assess and reflect on ESL and ELD learning strategies. These learning teams have included thirty-seven Elementary System ESL/ELD Itinerant Teachers, six Elementary Special Assignment Teachers: ESL/ELD Programs, four elementary and secondary teachers of the ALPHA (Accelerated Literacy Program, Hamilton Area) program, as well as two elementary school teams of five primary teachers at Chedoke and Westwood Elementary Schools, and a team of five science teachers and the ESL Department Head at Sir John A. Macdonald Secondary School.

As well, there were focused staff capacity building sessions to support differentiated instruction and assessment for ELLs, including a Ministry presentation on the STEP Initial Assessment Continua to the elementary ESL/ELD teachers, and a professional development session on Adolescent Literacy and ELLs for secondary ESL/ELD teachers.   Further, an ESL/ELD Web Portal has been created to promote collaboration, integrate use of technology in our practices, and support implementation of the STEP framework. Readiness materials in STEP assessment for kindergarten were also compiled and 'field-tested' in one elementary school in an effort to begin to promote awareness of the strengths and needs of kindergarten ELLs' English language acquisition and literacy development.

At the Assessment Centre, support for newcomer ELLs begins with a centralized process of Initial English Language and Mathematics Skills Assessment.   An integral part of this assessment is an interview with the parents/guardians to learn about the family's immigration experience, the students' schooling history, and other pertinent information. There is also an opportunity for the families to connect with a Settlement Worker from our community partner, the YMCA.

Evidence and Outcomes:
- ✓ Differentiated Instruction
  - o An understanding of ELLs' strengths and needs through the lens of second language acquisition and cultural proficiency is essential to differentiating instruction for ELLs
  - o Differentiating instruction through a student-centred approach to content area learning increases student engagement and their level of confidence
- ✓ STEP
  - o STEP is proving to be a useful tool for collaborative planning as it establishes a shared understanding of ELLs English language acquisition, and also because of its alignment with curriculum
  - o STEP implementation is a process that will require time, sustained effort, collaboration and support from administration
- ✓ Adolescent Literacy
  - o There is an ongoing need to learn more about effective strategies as well as age and grade appropriate resources to support literacy and numeracy development of the adolescent ELL pre-readers and emergent readers, especially those with limited prior schooling
  - o International students have unique needs that will require focused and coordinated efforts to support their well being
- ✓ Technology
  - o Technology is a useful and powerful tool to support ELL achievement and engagement
  - o Capacity building in use of technology in classroom practices should focus on integrating applications into existing practices and take into consideration the varying entry points and range of expertise among ESL/ELD teachers

- ✓ Parent Engagement
    - o There is strong ELL parent interest in knowing more about their child's level of English proficiency and ESL/ELD programs and services
    - o Parent input is essential to understanding ELLs' language and learning profiles, and facilitate newcomer ELL transition into their home schools

Next Steps
- ✓ Ongoing implementation of the STEP framework
    - o Develop resources to support the use of STEP in the classrooms to inform DI, e.g., strategies to move ELLs forward on the continua
    - o Complete transition of the use of the Stages framework to the STEP Continua
    - o Expand use of STEP kindergarten 'readiness' resource to other schools
    - o Implement the Draft ELD STEP continua in ALPHA classrooms to monitor student achievement
    - o Begin to use Initial Assessment STEP materials in mathematics as they become available
    - o Explore how STEP can be used to support EQAO achievement
- ✓ Continue to build capacity in effective integration of technology
    - o Promote use of the ESL/ELD Web Portal
    - o Integrate use of various applications in ESL/ELD professional development sessions
    - o Model use of various applications in instructional and assessment practices with ESL/ELD teachers
- ✓ Continue to promote student, parent and community engagement
    - o Plan support to promote well-being of International students
    - o Parent Engagement Sessions as part of a Ministry-funded project to increase newcomer/ELL parents' understanding of ESL/ELD programs, including how STEP is used to support ELL achievement
    - o As part of the above project, develop a brochure or fact sheet on HWDSB ESL/ELD programs and services
    - o Continue to build relationship and network with community partners that support settlement services for newcomers

B.4   First Nation, Metis, and Inuit (FNMI) Student Achievement Initiatives

In January 2012, the HWDSB First Nation, Métis, and Inuit (FNMI) Education Policy and Voluntary, Confidential Self-Identification Directive were approved. The policy and its directive will lead the way for steps toward demonstrating respect for the heritage and culture of FNMI peoples, and the full implementation of FNMI student self-identification.
The 2012-13 Ministry of Education funded projects included several culturally appropriate learning opportunities for HWDSB board/school staff, students, families, and community members. The following projects were delivered with the guidance and support of the HWDSB Aboriginal Community Liaison, HWDSB program consultants, and HWDSB school-based staff:

- ✓ HWDSB developed/implemented a FNMI self-identification plan to guide the policy directive. Self-identification materials were distributed to all HWDSB students to begin to collect data about First Nations, Métis, and Inuit ancestry. HWDSB aimed to increase public confidence by sharing information among, schools, families and community, and hosting school-community information sessions explaining the process.
- ✓ A HWDSB FNMI Education Advisory Committee was established that involves representation from HWDSB, youth, families, community, and Elders. The HWDSB FNMI Advisory Committee will advise on the implementation of education programs and services for FNMI students, including self-identification.
- ✓ HWDSB Social Justice Group for Aboriginal Issues supported understanding and awareness about the residential school systems, FNMI identity, and other key issues that impact education today. The committee was made up of HWDSB board/school staff and community members to provide support for the following initiatives:

- o Glendale Secondary School students presented *Ten Miles Out—the legacy of Indian Residential Schools in Canada*, at the end of May 2013. The play is a result of the students learning about the history and reconciliation of FNMI peoples. Students and staff worked with HWDSB staff and local community members to build resources, listen to survivor stories, research historical documents, and visit key sites and events throughout the Hamilton and surrounding area. Of particular poignancy has been their time spent at the Woodlands Cultural Centre, formerly known as The Mohawk Institute in Brantford, ON.
- o 30 HWDSB staff and community members visited the Woodland Cultural Centre in Brantford, ON to increase their awareness, understanding, and appreciation of the rich histories, culture, and perspectives of Aboriginal peoples and communities. Participants went on a residential school tour of the former Mohawk Institute to understand the lived experiences of the Aboriginal students from years past.
- o HWDSB staff designed an Aboriginal Residential School Edu-Kit. Key novels and texts have been integrated into 4 kits of resources that classes can use, for grades 6 to 12, in any subject, to teach the history and legacy of the Indian residential school experience. The kit offers HWDSB educators resources and lesson ideas to address this vital topic in a meaningful way with their classes. For example, the graphic novel Sugar Falls is aimed at secondary school students, and tells the true story of Elder Betty Ross from Cross Lake First Nation. The book, which comes in a class set, can be used as a novel study, integrate into literature circles, or have it available for independent reading. It gives students a first-person account of life before, during and after residential schools.

Other activities included the following:
- ✓ HWDSB / McMaster University organized an Aboriginal education and post-secondary recruitment fair. Workshop sessions focused on exploring understanding where students are at in their lives, application processes, program pathways at all levels, recruitment and selection, funding sources, educational awareness, accessibility, and participation. Approximately 40 post-secondary institutions, summer camps, mentorship/scholarship programs, community supports, summer career placement options, as well as system programs were featured. One hundred HWDSB students were registered for this event.
- ✓ Camp Power – First Nation, Métis, and Inuit (FNMI) Summer Literacy Initiative at Prince of Wales Elementary School made significant efforts to improve their literacy skills while honoring Aboriginal culture, traditions, heritage, worldview and knowledge. HWDSB staff focused on the strengths and talents of the urban Aboriginal students while designing a respectful educational environment that honoured the culture and worldview of the FNMI students and their families. The summer literacy-based program initiative funded by the Ministry of Education made significant considerations for integrating Aboriginal teaching and learning styles (i.e. differentiated instruction and evaluation), as well as values into the classroom.
- ✓ NYA:WEH programs at Sir John A. MacDonald Secondary School and Parkview Secondary School, as well as the Aboriginal Engagement Program at Sir Winston Churchill continued to provide culturally-based support for Aboriginal youth. The programs amalgamate two streams for education – Western and traditional.
- ✓ HWDSB partnered with the Ontario Federation of Indian Friendship Centre to deliver an Aboriginal cultural competency workshop for 25 system leaders. The workshop focused on the historical and contemporary impacts in the education sector and how to better design programs.
- ✓ HWDSB Aboriginal Community Liaison continued to provide support and advocacy services for Aboriginal students and families at HWDSB. They also worked with schools, students, families and community organizations to develop and enhance programming and build relationships at all levels/in all project areas, so that we can enhance engaging in learning.
- ✓ HWDSB Aboriginal Social Worker continued to support the social and emotional needs of FNMI students and their families while connecting with local FNMI agencies and supports.

Appendix C

Strategies to Support
Instruction in Mathematics

C.1	Classroom Instruction in Mathematics: Elementary
C.2	Classroom Instruction in Mathematics: Secondary
C.3	2013-14 Numeracy Strategy K-12

C.1 Classroom Instruction in Mathematics: Elementary

We continued to support all schools with support in effective mathematical instruction that was focused on three part lessons, open ended questions, using manipulatives, activating prior knowledge, anticipating student responses, and assessment practices. In addition, our Math project was focused on addressing the student learning needs particularly at the grade three and grade six levels as determined by system EQAO scores. The Math project focused on seven foundational principles for improvement in mathematics *(focus on mathematics, coordinate and strengthen mathematics leadership, build understanding of effective mathematics instruction, support collaborative professional learning in mathematics, design a responsive mathematics learning environment, provide assessment and evaluation in mathematics that supports student learning, and facilitate access to mathematics learning resources)* with a greater emphasis on assessment for learning in order to identify a deeper understanding of student needs and a specific pathway of teacher intervention to address the need. We specifically focused on a resources, Leaps and Bounds (grades 3/4 and 5/6), as an assessment tool to determine learning needs for students in the classroom and to support small group differentiated instruction by classroom and learning resource teachers.

The impact on student achievement was measured on report card and EQAO data. Our hypothesis in the math project was if we build teacher efficacy in mathematical instruction and assessment practices that are focused on student learning needs, than student achievement results would improve. Our report card data in grade 3 and 6 from June 2013 shows that approximately 75% of students are achieving at the provincial standard or higher and our EQAO results decreased by 1% in grade 3 (59%) and remained constant in grade 6 (48%).
The impact on teacher practice was measured by pre and post-surveys with the support of our EBEST department. Teachers' self-reported feelings of competency increased by 15% to 21%. A particular interest was in the area of Open Questions. In the pre-survey 62% of teachers reported that they were competent or experts in this area. Post-survey data indicated that teachers' feeling of competency actually dropped in this area to 44%. Our hypothesis is that once teachers gained capacity and understanding of what an open question is, their self-reflection may have indicated that they may not have been using open questions as defined in the sessions. When considering teachers' self-reflection on their math practices such as three part lessons, using manipulatives, activating prior knowledge, and anticipating student responses, a shift was seen in teachers moving from an Intermediate to an Advanced stage. (Approximate 10% shift).

We learned that teacher efficacy in mathematics is low and we need to continue to provide support in mathematical content, as well as instructional and assessment strategies. We also learned through our data analysis that there more work has to be done to understand rich assessment tasks in mathematics that meet the provincial standard. This prompted us to do further exploration and investigation with internal and external math experts and we have learned that a Math Strategy clearly focused on foundational number relationships, have a great impact on conceptual understanding of fractions, which is foundational to proportional reasoning which is embedded in all strands within the math curriculum, with an increased emphasis starting at grade 4.   As a result, we have learned that we must target specific number relationships in grade 2 that underpin proportional reasoning in the curriculum in the junior grades. We have also learned that we need to continue to support our grade 3 and 6 teachers with the optimal conditions for learning and the connections of these conditions to the Math EQAO assessment.

C.2 Classroom Instruction in Mathematics: Secondary

Across our secondary schools, school math department heads and math facilitators worked together to build capacity in their learning teams and create collaborative learning environments. We supported the use of diagnostics that allow teachers to start where their students are, and inform and guide their instruction. Use of ongoing assessments enabled teachers to give students timely and effective feedback to improve student achievement. The ongoing feedback between teachers and students, and the use of research-based instructional strategies, are a significant focus in these classrooms. Some of the evidence-based strategies include: teaching through problem

solving using TIPS4RM, emphasis on the three-part math lesson, knowing our learners and responding to their needs, ongoing assessment for learning embedded within lessons, use of manipulatives, self and peer assessment, and using technology to enhance the learning in our math classrooms. For example, we focused on making math thinking visible using iPad technology, document cameras and Smart boards, encouraging students to talk about their thinking.

Although quantitative data relating to the above strategies has yet to be collated, qualitative data and anecdotal observations include the following:

- ✓ culminating activities were created and better aligned to curricular expectations and achievement chart categories (4 schools)
- ✓ technology is beginning to be used to support student thinking and teaching through the math processes by making thinking visible so they can self and peer assess (9 schools)
  - o evidence to support student achievement increased in one school (EQAO 1D)
  - o anecdotal feedback from student indicated the use of ipad technology to record thinking increased their engagement in class (1 school)
- ✓ co-planning, co-teaching was evident (9 schools)
- ✓ teacher moderation of EQAO (sem2), engaging in dialogue with colleagues about giving feedback to students to move them one level up was evident (3 schools)

C.3   2013-14 Numeracy Strategy K-12

In 2013-2014, we have developed a focused Numeracy Strategy K – 12 with the support of Dr. Cathy Bruce, an outside researcher from Trent University Mathematics Education Research Collaborative sponsored by the Ministry of Education. The Key Areas of our Math Strategy are: balanced numeracy program, uninterrupted math blocks, content (primary: number relationships, junior: proportional reasoning, intermediate: algebraic reasoning), tiered approach (tools like Prodigy, Leaps and Bounds, PRIME), parent engagement (i.e. web-based math gaming). There will be intentional learning and support provided for all grade 2, 3, 5, 6, 9 (applied), learning resource teachers, special class teachers, math department heads, school administrators, and superintendents. In addition, instructional coaches and consultants will continue to develop their capacity within the focus of our Math Strategy in order to provide responsive support to math needs that emerge from each school self-assessment s that is aligned to our system's Math Strategy. These required days of learning will focus on the Number Relationships that underpin Proportional Reasoning as well as Proportional Reasoning itself and how these key concepts are found across all strands. In addition to these half sessions, teachers will also participate in sessions focusing on Teacher Inquiry that will be facilitated by Instructional Coaches within their school networks. These will take place in January and February. A final culminating session will take place in April with a focus on sharing practice and evidence throughout the year that had an impact. In January we plan to repeat these sessions with one person from each of your divisions (Primary, Junior and Intermediate) in order to create a community of math learning throughout each school. We will also be having a follow up session with grade three and six teachers to build on the learning from last year. Our Math Strategy will also focus on our grade 9 and intermediate teachers with a focus on algebraic reasoning that is a large focus in the curriculum expectations. In addition, there will be a focus on cross panel learning on the optimal conditions for improving student learning and achievement in mathematics on EQAO assessments. Lastly, there will also be a focus on grade 9 mathematics classrooms with a web-based gaming strategy (i.e.knowledgehook) that embraces 21st century learning strategies.

HWDSB MATH STRATEGY:

Key Areas:
1. Comprehensive Math Program
   - o Conceptual and Procedural Understanding
   - o Skill Development and Problem Solving
   - o Lesson Types
   - o Instructional Approaches (Guided, Shared and Independent)
   - o Groupings
   - o Assessment
2. Uninterrupted Math blocks
3. Content
   - o Primary: Number relationships that underpin Proportional Reasoning
   - o Junior: Proportional Reasoning
   - o Intermediate: Algebraic Reasoning
   - o EQAO-like tasks embedded in regular practice in all grades
4. Tiered Approach
   - o Knowing Your Students
   - o Tools leading to personalized, precise instruction (i.e. Leaps and Bounds, PRIME, ONAP, Gap Closing)
5. Parent Engagement
   - o web-based math (Gaming – i.e. Prodigy, Homework Help, D2L)
   - o parent resources (i.e. Doing Mathematics with Your Child)
   - o home-school communication (Blogging – i.e. The Commons, D2L)

2013-2014 Action Plan
Expectations/Guidelines
   - ✓ All grade 2, 5 and 9 (applied)and Learning Resources Teachers, ESL/ELD Teachers and Special Class Teachers, Administrators (3 -4 half day sessions)
   - ✓ All grade 3 & 6 Teachers (1/2 day session)
   - ✓ Elementary Schools (2-3 teachers who are interested in being lead math learners in their schools) (3 -4 half day sessions)
   - ✓ Cross Panel Math Capacity Building (mapping backwards from Gr. 9 EQAO assessment)
   - ✓ PLT Network Structure to be the basis for the professional learning
   - ✓ Voluntary afterschool in-services (Primary, Junior, Intermediate) focused on the key areas of the strategy
   - ✓ Dr. Cathy Bruce will be our critical friend.

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Appendix D
Part A: Elementary

Analysis of Collected Data

D.A.1	EQAO 2013 Contextual Information
D.A.2	EQAO Over Time: Grade 3
D.A.3	EQAO Over Time: Grade 6
D.A.4	EQAO By Gender
D.A.5	EQAO By English Language Learners
D.A.6	EQAO By Special Education
D.A.7	Summary of EQAO scores between 2.5 and above
D.A.8	EQAO 2013, Grade 3 (2009-2010) to Grade 6 (2012-2013)

D.A.1 EQAO 2013 Contextual Information

Grade 3

	Board	Province
Enrolment:		
Number of Grade 3 Students	3 373	127 645
Number of Grade 3 Classes	238	9 556
Number of Schools with Grade 3 Classes	87	3 340
Gender:		
Female	48%	48%
Male	52%	52%
Student Status:		
English Language Learners	21%	13%
Students with Special Education needs	20%	17%
Language:		
First language learned at home was other than English	25%	22%

Grade 6

	Board	Province
Enrolment:		
Number of Grade 6 Students	3 533	131 589
Number of Grade 6 Classes	206	8 369
Number of Schools with Grade 6 Classes	72	3 170
Gender:		
Female	47%	49%
Male	53%	51%
Student Status:		
English Language Learners	17%	9%
Students with Special Education needs	25%	20%
Language:		
First language learned at home was other than English	23%	22%

Participation Rates			Exempt	
Grade 3 Reading	96%		Grade 3 Reading	4%
Grade 3 Writing	97%		Grade 3 Writing	3%
Grade 3 Mathematics	96%		Grade 3 Mathematics	3%
Grade 6 Reading	98%		Grade 6 Reading	2%
Grade 6 Writing	98%		Grade 6 Writing	2%
Grade 6 Mathematics	97%		Grade 6 Mathematics	2%

D.A.2 EQAO Over Time: Grade 3

- ✓ Over the past five years, the percentage of HWDSB students who performed at or above the provincial standard in reading has increased by 8 percentage points, from 56% to 64%.
- ✓ Over the past five years, the percentage of HWDSB students who performed at or above the provincial standard in writing has increased steadily (a 12 percentage point increase, from 61% to 73%).
- ✓ Over the past 5 years, performance in mathematics has remained relatively stable at about 60%.

Percentages of students achieving Level 3 or 4:

Grade	Subject	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	Change (1year)	Province 2012-13
3	Reading	56%	56%	61%	61%	64%	3%	68%
3	Writing	61%	65%	68%	71%	73%	2%	77%
3	Math	61%	61%	63%	60%	59%	-1%	67%

Grade 3 Reading: Levels 3 & 4 - Board and Province Over Time
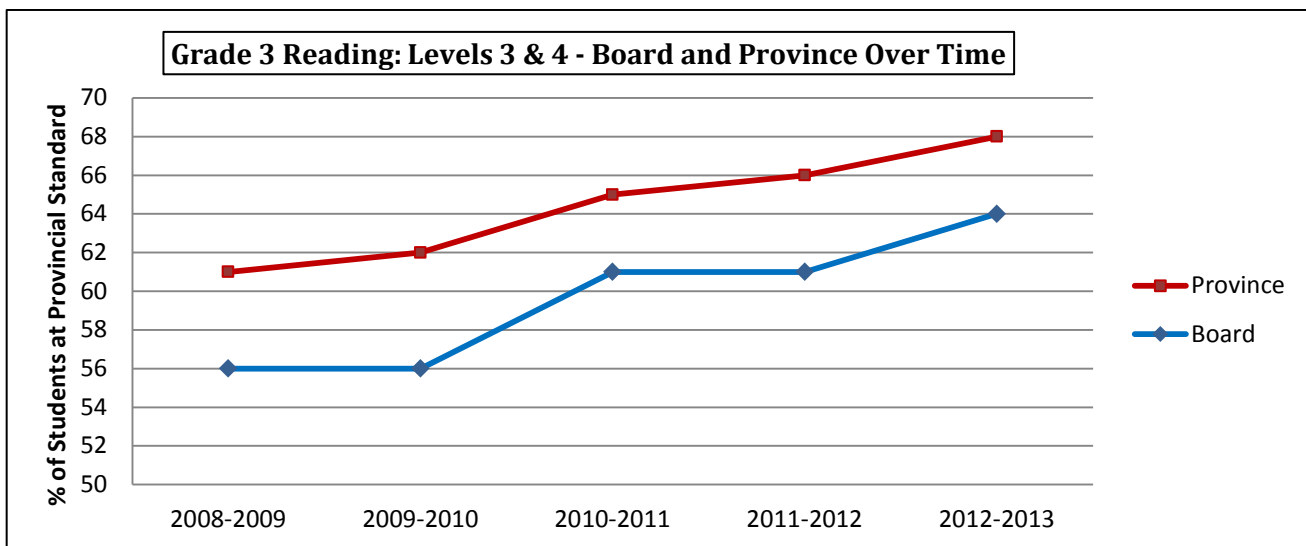
Gap with province in 2010-2011 = 4% below province*
Gap with province in 2011-2012 = 5% below province
Gap with province in 2012-2013 = 3% below province

*= gap is increasing *=gap is decreasing* = gap is unchanged

Grade 3 Reading: All Levels - Board Over Time

3

Grade 3 Writing: Levels 3 & 4 - Board and Province Over Time

Gap with province in 2010-2011 = 5% below province
Gap with province in 2011-2012 = 5% below province
Gap with province in 2012-2013 = 4% below province

*= gap is increasing *=gap is decreasing* = gap is unchanged

Grade 3 Writing: All Levels - Board Over Time
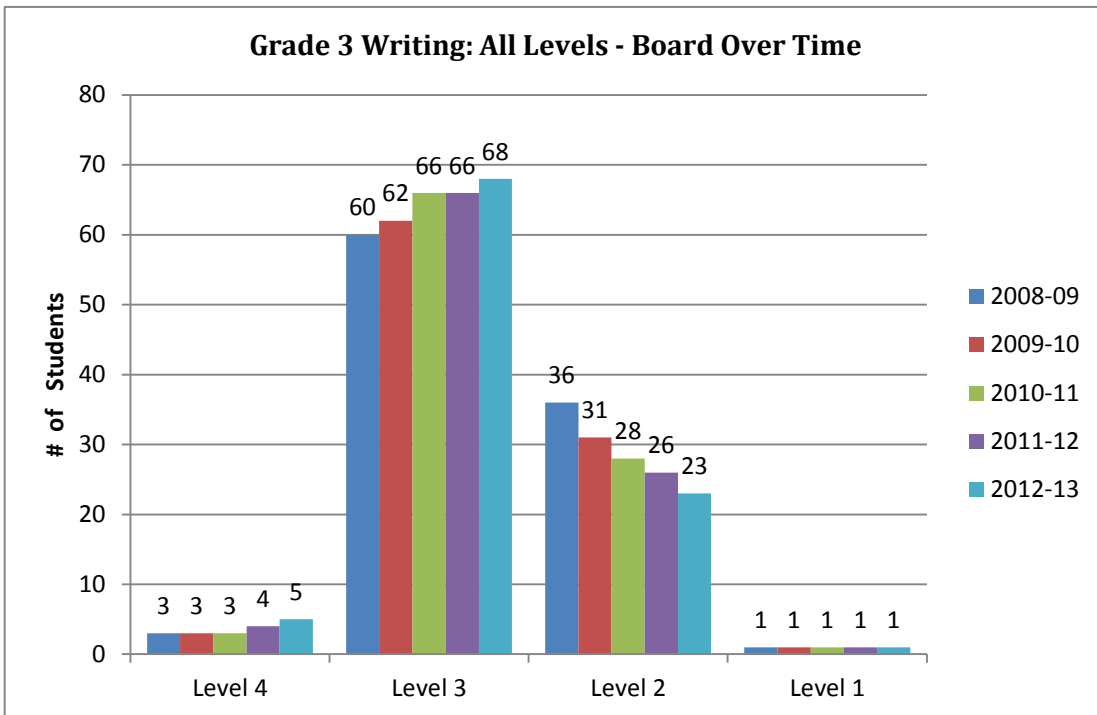
Grade 3 Mathematics: Levels 3 & 4 - Board and Province Over Time

Gap with province in 2010-2011 = 6% below province*
Gap with province in 2011-2012 = 8% below province
Gap with province in 2012=2013 = 8% below province

*= gap is increasing *=gap is decreasing* = gap is unchanged

Grade 3 Mathematics: All Levels - Board Over Time

5
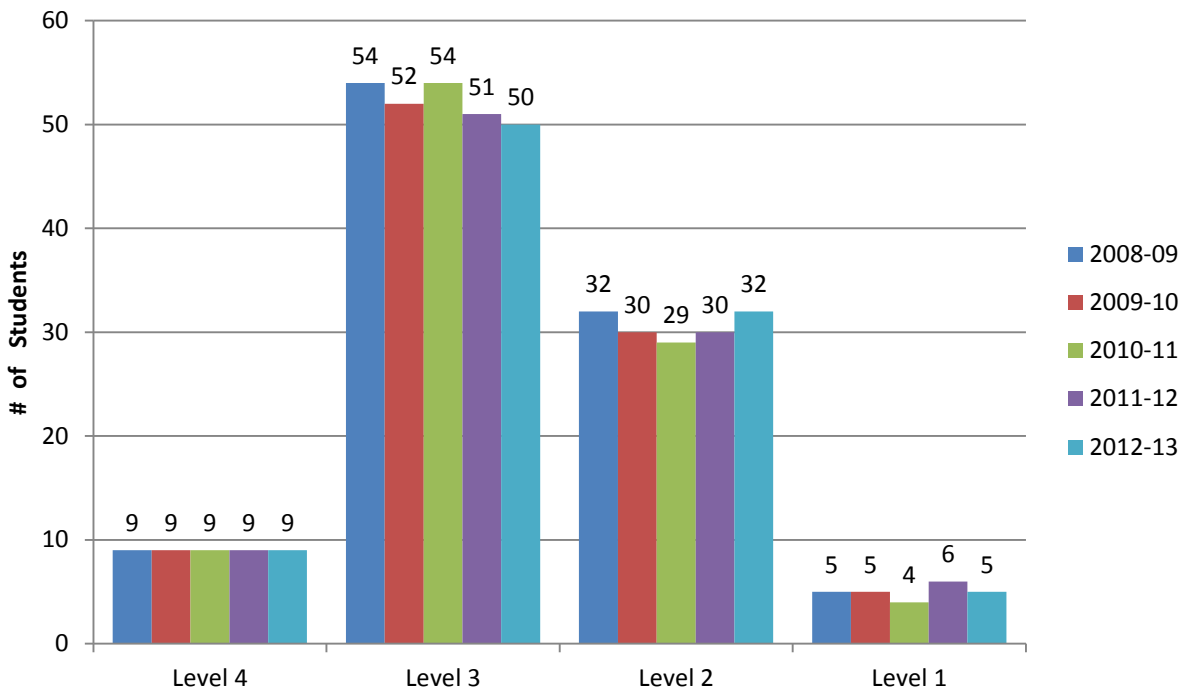
D.A.3   EQAO Over Time: Grade 6

- ✓ Over the past five years, the percentage of HWDSB students who performed at or above the provincial standard in reading has increased by 8 percentage points, from 62% to 70%.
- ✓ Over the past five years, the percentage of HWDSB students who performed at or above the provincial standard in writing has increased steadily (a 9 percentage point increase, from 60% to 69%).
- ✓ Over the past 5 years, performance in mathematics has remained relatively stable at about 48%.

Percentages of students achieving Level 3 or 4:

Grade	Subject	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	Change (1year)	Province 2012-2013
6	Reading	62%	67%	68%	70%	70%	0%	77%
6	Writing	60%	64%	66%	67%	69%	2%	76%
6	Math	51%	52%	47%	48%	48%	0%	57%
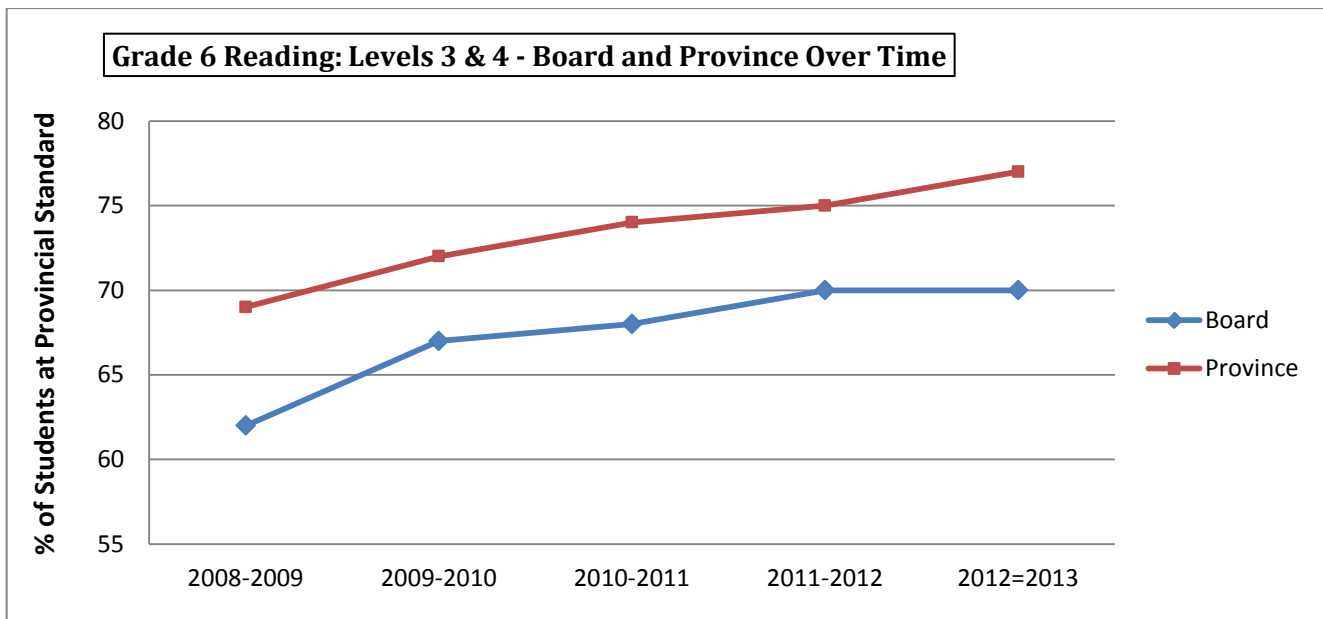
Grade 6 Reading: Levels 3 & 4 - Board and Province Over Time

Gap with province in 2010-2011 = 6% below province*
Gap with province in 2011-2012 = 5% below province
Gap with province in 2012-2013 = 7% below province

*= gap is increasing *=gap is decreasing* = gap is unchanged

Grade 6 Reading: All Levels - Board Over Time
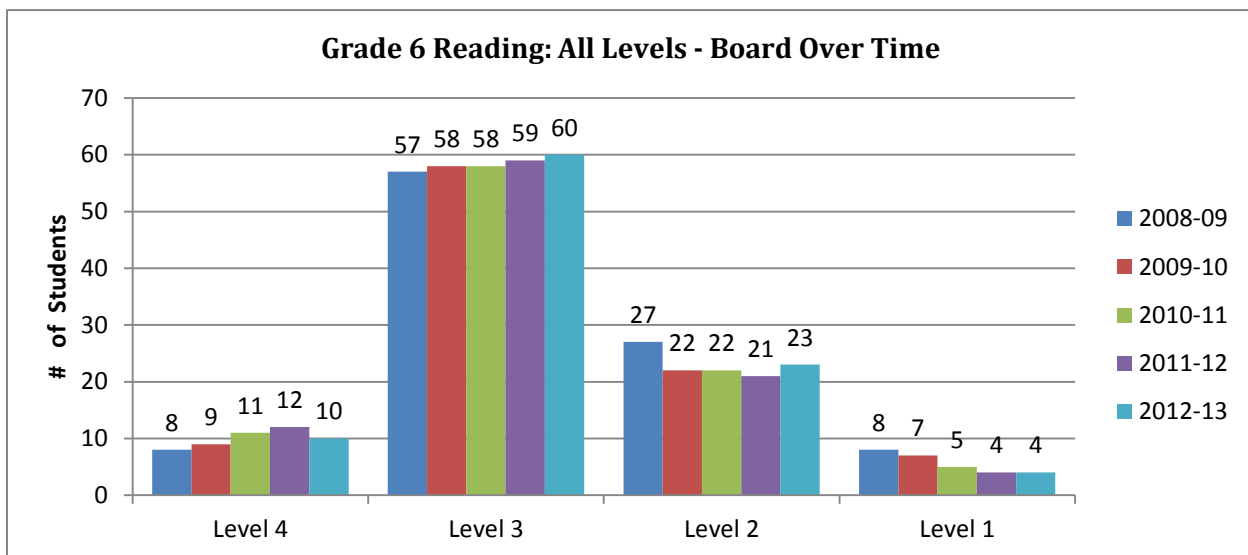
Grade 6 Writing: Levels 3 & 4 - Board and Province Over Time
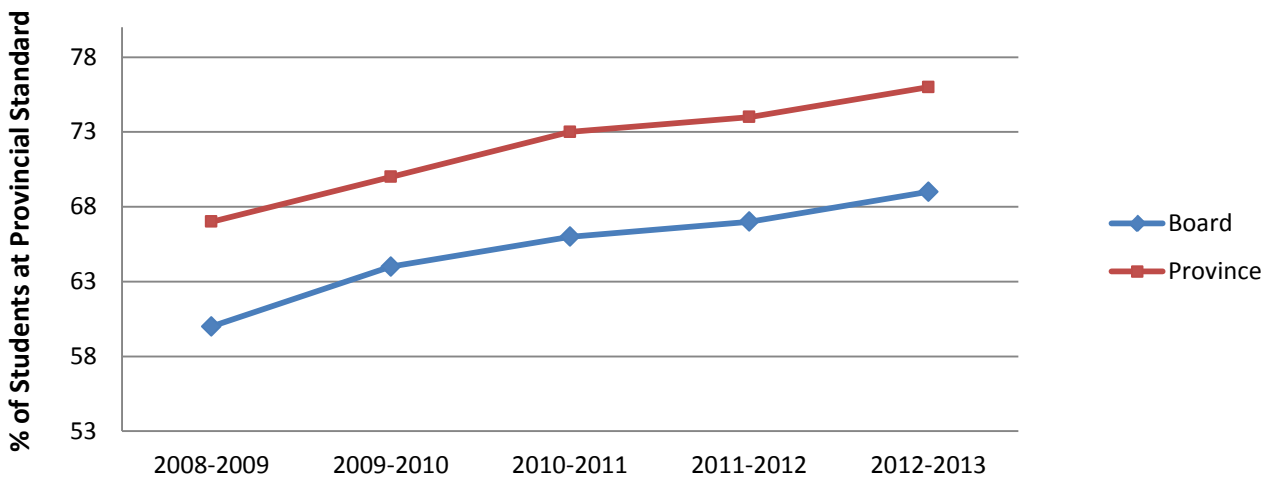
Gap with province in 2010-2011 = 7% below province*
Gap with province in 2011-2012 = 7% below province
Gap with province in 2012-2013 = 7% below province

*= gap is increasing *=gap is decreasing* = gap is unchanged

Grade 6 Writing: All Levels - Board Over Time
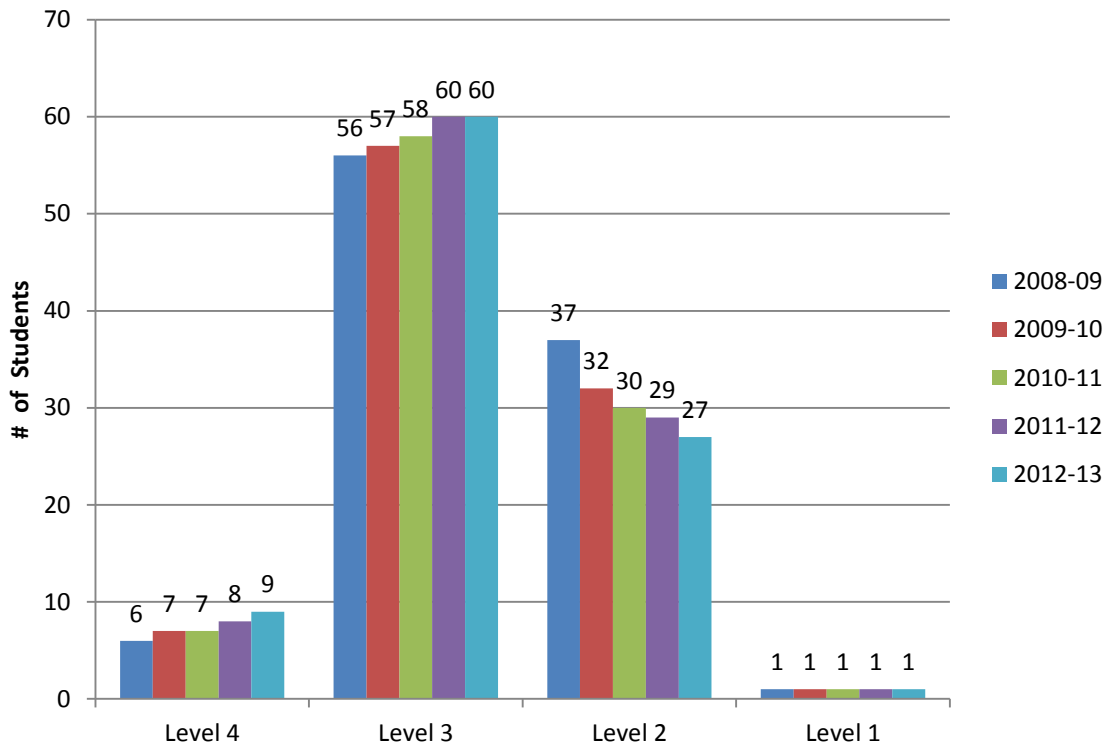
Grade 6 Math: Levels 3 & 4 - Board and Province Over Time
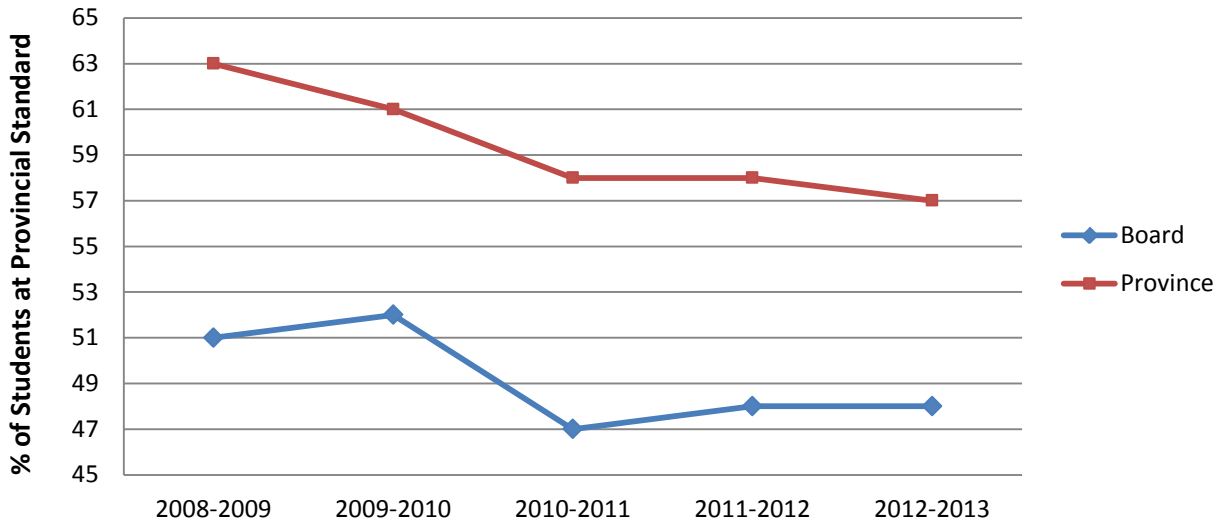
Gap with province in 2010-2011 = 11% below province*
Gap with province in 2011-2012 = 10% below province
Gap with province in 2012-2013 = 9% below province

*= gap is increasing *=gap is decreasing* = gap is unchanged

Grade 6 Mathematics: All Levels - Board Over Time
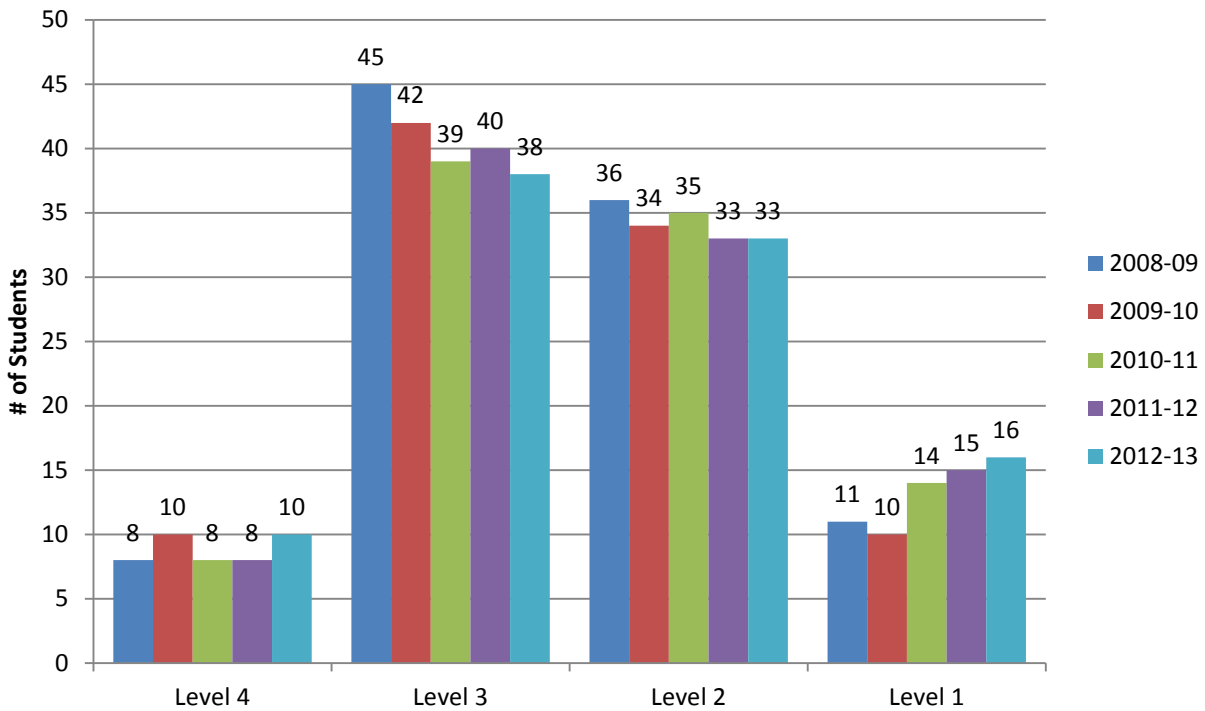
D.A.4   EQAO, By Gender

Percentage of Students at Level 3 and 4, 2012-2013

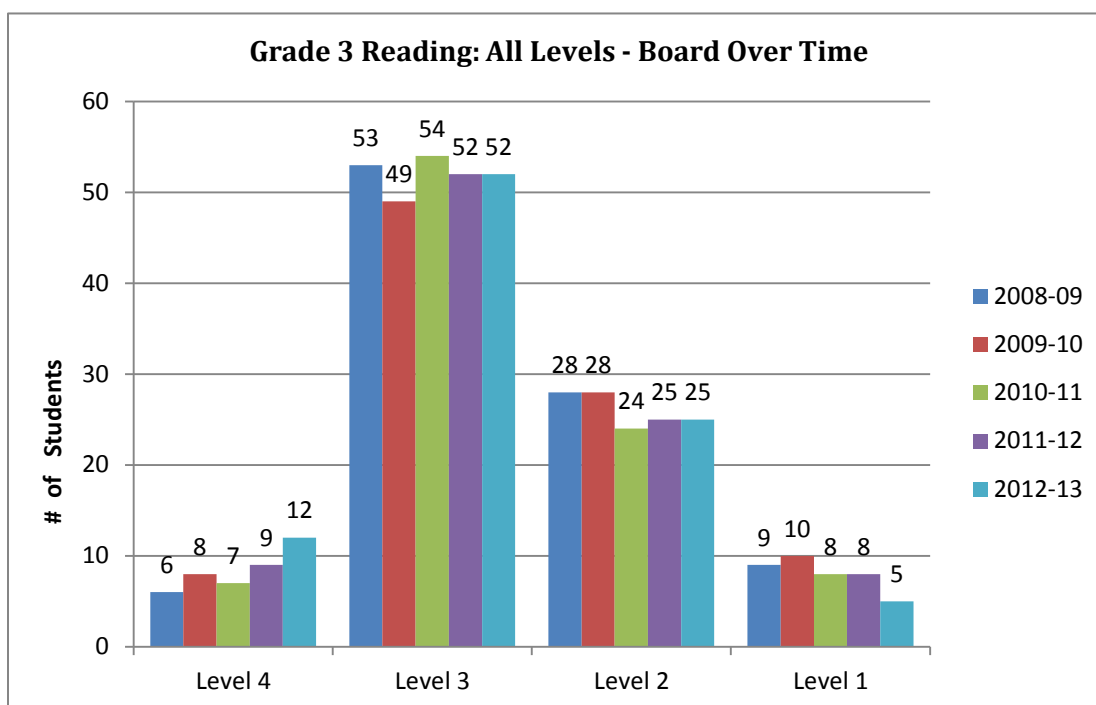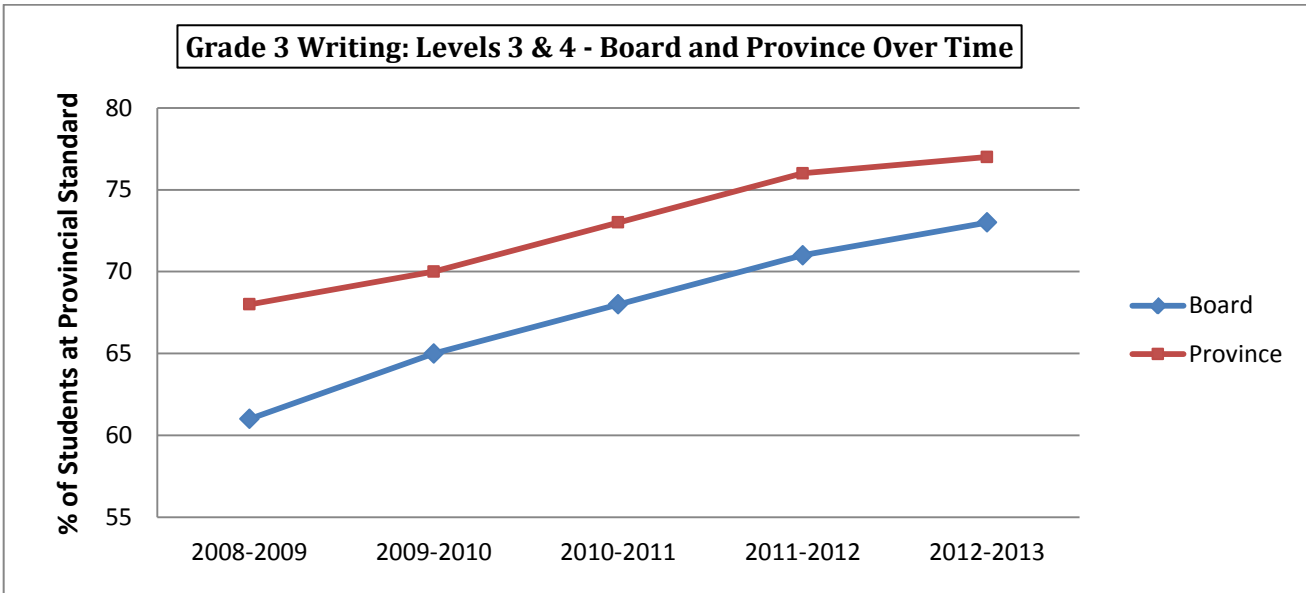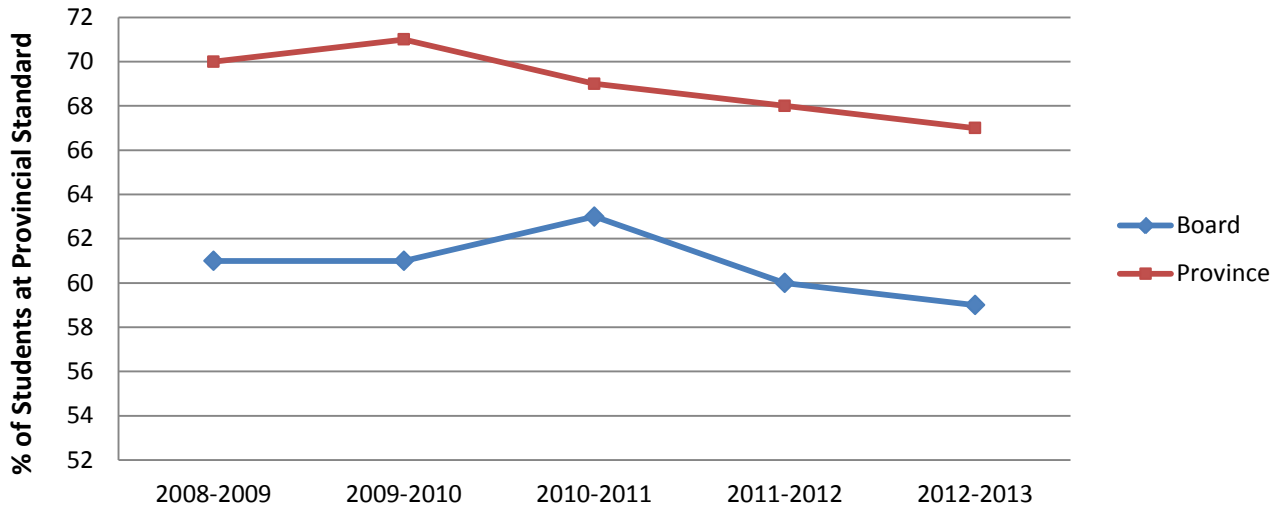|	Female	Male	Gap
Grade 3 Reading	69%	59%	10%
Grade 3 Writing	81%	66%	15%
Grade 3 Mathematics	59%	59%	0%
Grade 6 Reading	75%	66%	9%
Grade 6 Writing	80%	60%	20%
Grade 6 Mathematics	49%	46%	3%

Percentages of students achieving Level 3 or 4 by Gender, Primary Division

Grade	Subject	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Change (1 year)		Province 2012-2013	
		F	M	F	M	F	M	F	M	F	M	F	M	F	M
3	Reading	61%	51%	61%	52%	66%	57%	65%	57%	69%	59%	4%	2%	76%	63%
3	Writing	69%	53%	73%	58%	75%	62%	78%	64%	81%	66%	3%	2%	82%	71%
3	Math	63%	59%	62%	61%	63%	62%	61%	59%	59%	59%	-2%	0%	67%	66%

Grade 3 Reading	Gender Gap = 9% points in 2010-2011 (equal improvement)
	Gender Gap = 8% points in 2011-2012 (girls declined more than boys)
	Gender Gap = 10% points in 2012-2013 (girls improved more than boys)
Grade 3 Writing	Gender Gap = 13% points in 2010-2011 (boys improved more than girls)
	Gender Gap = 14% points in 2011-2012 (girls improved more than boys)
	Gender Gap = 15% points in 2012-2013 (girls improved more than boys)
Grade 3 Mathematics	Gender Gap = 1% points in 2010-2011 (equal improvement)
	Gender Gap = 2% points in 2011-2012 (girls and boys declined)
	Gender Gap = 0% point in 2012-2013 (girls declined, no change in boys)

Percentages of students achieving Level 3 or 4 by Gender, Junior Division

Grade	Subject	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Change (1 year)		Province 2012-2013	
		F	M	F	M	F	M	F	M	F	M	F	M	F	M
6	Reading	68%	58%	72%	62%	76%	61%	75%	65%	75%	66%	0%	1%	81%	73%
6	Writing	70%	51%	74%	55%	76%	56%	76%	59%	80%	60%	4%	1%	85%	68%
6	Math	51%	50%	53%	51%	48%	46%	51%	46%	49%	46%	-2%	0%	57%	56%

Grade 6 Reading	Gender Gap = 15% points in 2010-2011 (girls improved, boys declined)
	Gender Gap = 8% points in 2011-2012 (girls declined, boys improved)
	Gender Gap = 9% points in 2012-2013 (no change in girls, boys improved)
Grade 6 Writing	Gender Gap = 20% points in 2010-2011 (girls and boys improved)
	Gender Gap = 17% points in 2011-2012 (Boys improved, girls no change)
	Gender Gap = 20% points in 2012-2013 (girls and boys improved)
Grade 6 Mathematics	Gender Gap = 2% points in 2010-2011 (boys and girls declined)
	Gender Gap = 2% point in 2011-2012 (girls improved, no change in boys)

Gender Gap = 3% points in 2012-2013 (girls declined, no change in boys)

D.A.5   EQAO, By English Language Learners

Percentage of Students at Level 3 and 4, 2012-13

	Students who are ELL	All Students
Grade 3 Reading	54%	67%
Grade 3 Writing	69%	77%
Grade 3 Mathematics	57%	67%
Grade 6 Reading	66%	77%
Grade 6 Writing	72%	77%
Grade 6 Mathematics	48%	56%

Percentages of ESL/ELD students achieving Level 3 or 4, Primary Division

Grade	Subject	2008-09	2009-10	2010-11	2011-12	2012-13	Change (1 year)	Province 2012-13
3	Reading	45%	45%	53%	56%	54%	2%	61%
3	Writing	53%	63%	65%	69%	69%	0%	75%
3	Math	49%	56%	58%	57%	57%	0%	64%
Proportion of students identified as ESL/ELD		18%	20%	22%	20%	21%	1%	13%

Percentages of ESL/ELD students achieving Level 3 or 4, Junior Division

Grade	Subject	2008-09	2009-10	2010-11	2011-12	2012-13	Change (1 year)	Province 2012-13
6	Reading	51%	57%	56%	67%	66%	-1%	68%
6	Writing	56%	61%	61%	68%	72%	4%	73%
6	Math	49%	52%	43%	49%	48%	-1%	53%
Proportion of students identified as ESL/ELD		13%	16%	15%	19%	17%	-2%	9%

D.A.6   EQAO, By Special Education

Percentage of Students at Level 3 and 4 (excluding Gifted), 2012-2013

	Students with Special Education Needs	All Students
Grade 3 Reading	30%	67%
Grade 3 Writing	48%	77%
Grade 3 Mathematics	26%	67%
Grade 6 Reading	38%	77%
Grade 6 Writing	36%	77%
Grade 6 Mathematics	16%	56%

Grade 3:

Number of Students with Special Needs (Excluding Gifted): 675 Students (20%)

Percentages of students with Special Needs (Excluding Gifted) achieving Level 3 or 4, Primary Division

Grade	Subject	2008-09	2009-10	2010-11	2011-12	2012-13	Change (1 year)	Province 2012-13
3	Reading	15%	19%	21%	24%	30%	6%	36%
3	Writing	32%	41%	46%	47%	48%	1%	53%
3	Math	24%	27%	28%	23%	26%	3%	34%

Reading
Participating Students with Special Education Needs within Board: 87% (588 out of 675) Participating Students with Special Education Needs within Province: 86%

Reading	Level 4 # (%)	Level 3 # (%)	Level 2 # (%)	Level 1 # (%)
Board	17 (3%)	183 (23%)	263 (39%)	98 (15%)
Province	3%	33%	36%	13%

Writing
Participating Students with Special Education Needs within Board: 91% (611 out of 675) Participating Students with Special Education Needs within Province: 89%

Writing	Level 4 # (%)	Level 3 # (%)	Level 2 # (%)	Level 1 # (%)
Board	3 (<1%)	326 (48%)	260(39%)	18 (3%)
Province	1%	52%	33%	2%

Mathematics
Participating Students with Special Education Needs within Board: 88% (597 out of 675) Participating Students with Special Education Needs within Province: 88%

Mathematics*	Level 4 # (%)	Level 3 # (%)	Level 2 # (%)	Level 1 # (%)
Board	12 (2%)	162 (24%)	309 (46%)	103 (15%)
Province	3%	31%	43%	11%

Grade 6:
Number of Students with Special Needs (Excluding Gifted): 870 Students (25%)

Percentages of students with Special Needs (Excluding Gifted) achieving Level 3 or 4, Junior Division

Grade	Subject	2008-09	2009-10	2010-11	2011-12	2012-13	Change (1 year)	Province 2012-13
6	Reading	19%	27%	28%	29%	38%	9%	44%
6	Writing	21%	26%	29%	27%	36%	9%	44%
6	Math	17%	15%	13%	13%	16%	3%	21%

Reading
Participating Students with Special Education Needs within Board: 93% (812 out of 870)
Participating Students with Special Education Needs within Province: 91%

Reading	Level 4 # (%)	Level 3 # (%)	Level 2 # (%)	Level 1 # (%)
Board	15 (2%)	312 (36%)	378 (43%)	97 (11%)
Province	2%	42%	39%	8%

Writing
Participating Students with Special Education Needs within Board: 94% (821 out of 870)
Participating Students with Special Education Needs within Province: 92%

Writing	Level 4 # (%)	Level 3 # (%)	Level 2 # (%)	Level 1 # (%)
Board	13 (1%)	308 (35%)	459 (53%)	28 (3%)
Province	2%	42%	45%	3%

Mathematics
Participating Students with Special Education Needs within Board: 93% (806 out of 870)
Participating Students with Special Education Needs within Province: 91%

Mathematics	Level 4 # (%)	Level 3 # (%)	Level 2 # (%)	Level 1 # (%)
Board	18 (2%)	124 (14%)	304 (35%)	347 (40%)
Province	3%	18%	37%	32%

Students Identified As Gifted

Grade 6:

Number of Students Identified as Gifted for EQAO: 80 students

Percentages of students identified achieving Level 3 or 4, Junior Division
Reading: 99 %

Reading	Level 4 # (%)	Level 3 # (%)	Level 2 # (%)	Level 1 # (%)
Board	38 (48%)	41 (51%)	-	1(1%)

Percentages of students identified achieving Level 3 or 4, Junior Division
Writing: 98%

Writing	Level 4 # (%)	Level 3 # (%)	Level 2 # (%)	Level 1 # (%)
Board	27 (34%)	51 (64%)	2 (2%)	-

Percentages of students identified achieving Level 3 or 4, Junior Division
Mathematics: 99%

Mathematics	Level 4 # (%)	Level 3 # (%)	Level 2 # (%)	Level 1 # (%)
Board	47 (59%)	32 (40%)	1 (1%)	-

Notes:
Provincial scores for gifted students are not made available by EQAO.
There is no Grade 3 data as students are typically identified as gifted in or after Grade 4

D.A.7   Summary of EQAO scores between 2.5 and above from 2010-2011 to 2012-2013

	% 2.5 and above	% 2.5 and above	% 2.5 and above
Grade 3 Math	83%	81%	81%
Grade 3 Reading	79%	78%	82%
Grade 3 Writing	95%	95%	92%
Grade 6 Math	70%	71%	69%
Grade 6 Reading	84%	86%	87%
Grade 6 Writing	93%	94%	90%

D.A.9   EQAO 2013, Grade 3 (2009-2010) to Grade 6 (2012-2013)

The charts and tables below provide information on changes in EQAO results of a cohort of students as they moved from   Grade 3 to Grade 6. The results show how students in each reporting category in Grade 3 performed when they wrote the   junior assessment in Grade 6.The results presented are for students with assessment results for both grades. For the most part, students who met the provincial reading, writing and math standard in Grade 3 met the provincial standard in Grade 6.

Reading:

Grade 3 in 2009 to Grade 6 in 2013

- Maintained Standard — 53%
- Rose to Standard — 18%
- Dropped from Standard — 4%
- Never Met Standard — 24%

	Percentage of Students	
	Board (3 305 students)	Province (117,730 students)
Met the provincial standard in Grade 3 and Grade 6	53%	58%
Did not meet the standard in Grade 3 but met it in Grade 6	18%	19%
Met the standard in Grade 3 but did not meet it in Grade 6	4%	4%
Did not meet the standard in Grade 3 or Grade 6	24%	18%

Writing:

Grade 3 in 2009 to Grade 6 in 2013

- Maintained Standard — 55%
- Rose to Standard — 15%
- Dropped from Standard — 11%
- Never Met Standard — 19%

	Percentage of Students	
	Board (3,305 students)	Province (117 708 students)
Met the provincial standard in Grade 3 and Grade 6	55%	62%
Did not meet the standard in Grade 3 but met it in Grade 6	15%	15%
Met the standard in Grade 3 but did not meet it in Grade 6	11%	9%
Did not meet the standard in Grade 3 or Grade 6	19%	14%

Math:

Grade 3 in 2009 to Grade 6 in 2013

- Maintained Standard — 43%
- Rose to Standard — 5%
- Dropped from Standard — 19%
- Never Met Standard — 33%

	Percentage of Students	
	Board[2] (3,310)	Province (121 495 students)
Met the provincial standard in Grade 3 and Grade 6	43%	52%
Did not meet the standard in Grade 3 but met it in Grade 6	5%	5%
Met the standard in Grade 3 but did not meet it in Grade 6	19%	19%
Did not meet the standard in Grade 3 or Grade 6	33%	24%

Appendix D
Part B: Secondary

Analysis of Collected Data

D.B.1	EQAO 2013 Contextual Information: Grade 9 Applied Mathematics
D.B.2	EQAO Over Time: Grade 9 Applied Mathematics
D.B.3	EQAO By Gender, ELL, and Special Education: Grade 9 Applied Mathematics
D.B.4	EQAO 2013 Contextual Information: Grade 9 Academic Mathematics
D.B.5	EQAO Over Time: Grade 9 Academic Mathematics
D.B.6	EQAO By Gender, ELL, and Special Education: Grade 9 Academic Mathematics
D.B.7	EQAO 2013, Grade 6 (2009-2012) to Grade 9 (2012-2013), Mathematics
D.B.8	Contextual Information: Ontario Secondary School Literacy Test (OSSLT)
D.B.9	Grade 10, OSSLT Success Rates Over Time
D.B.10	EQAO 2013, Grade 6 (2009-2010) to OSSLT (2012-2013)
D.B.11	First Time Eligible Students: OSSLT
D.B.12	Credit Accumulation Rates
D.B.13	Experiential Learning: Co-operative Education, OYAP and School to Work
D.B.14	Specialist High Skills Majors (SHSMs)
D.B.15	Graduation Rates

D.B.1   EQAO 2013 Contextual Information: Grade 9 Applied Mathematics

- ✓ Over the past five years, the percentage of HWDSB students taking applied mathematics who performed at or above the provincial standard has decreased by 4 percentage points, from 37% to 33%.
- ✓ In 2012–2013, there was a decrease (five percentage points) from the previous year's percentage of students performing at or above the provincial standard in applied mathematics.
- ✓ Our female students have had a five percentage point decrease over the last 5 years and our male students have had a three percentage point decrease.
- ✓ Students with special education needs (excluding gifted) have shown a 6 percent decrease since 2011-2012
- ✓ The results for ELL students have been inconsistent and therefore it is difficult to suggest a trend over the past 5 years.

Percentage of Students Achieving Level 3 or 4 in Applied Mathematics

Year	Board	Province	Comparison to Province
2008-2009	37%	38%	-1%
2009-2010	42%	40%	+2%
2010-2011	34%	42%	-8%
2011-2012	38%	44%	-6%
2012-2013	33%	44%	-11%

D.B.2   Grade 9 Applied Mathematics: Levels 3 & 4 - Board and Province Over Time

D.B.3   EQAO by Gender, English Language Learners, and Special Education

Students achieving Level 3 or 4 in Applied Mathematics by Gender

Year	FEMALE			MALE		
	Board	Province	Comparison to Province	Board	Province	Comparison to Province
2008-2009	33%	34%	-1%	40%	41%	-1%
2009-2010	39%	36%	+3%	44%	44%	0%
2010-2011	28%	38%	-10%	39%	44%	-5%
2011-2012	33%	41%	-9%	42%	47%	-5%
2012-2013	28%	41%	-13%	37%	46%	-9%

Percentage of English Language Learners (ELL) Achieving Level 3 or 4 in Applied Mathematics

Year	Board	Province	Comparison to Province
2008-2009	15%	23%	-8%
2009-2010	16%	27%	-11%
2010-2011	11%	29%	-17%
2011-2012	15%	33%	-18%
2012-2013	8%	35%	-27%

Percentage of students with Special Education Needs (excluding gifted) Achieving Level 3 or 4 in Applied Mathematics

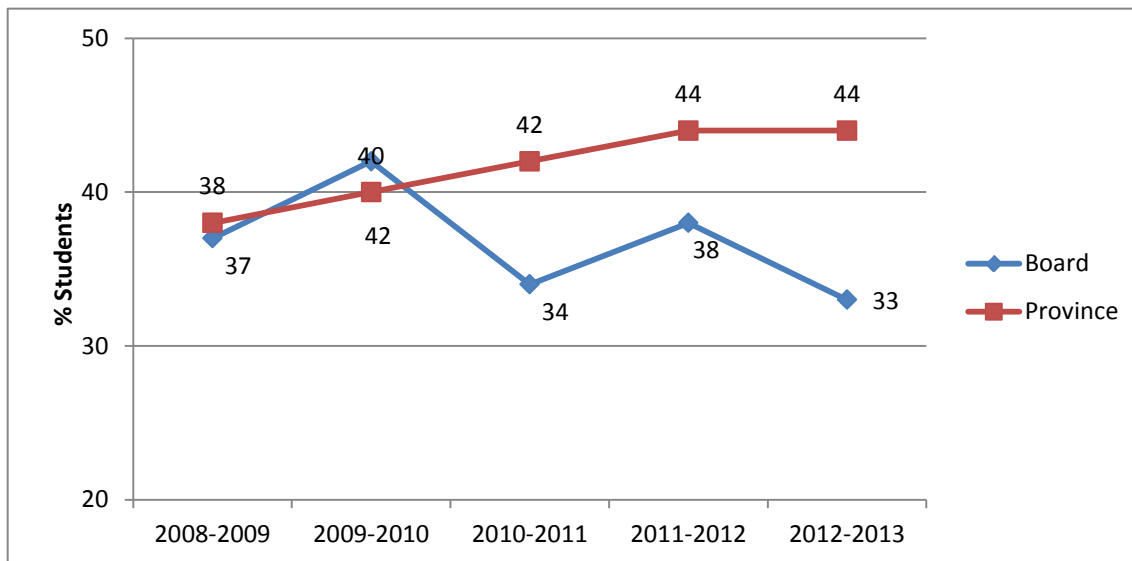| Year	Board	Province	Comparison to Province
2008-2009	28%	30%	-2%
2009-2010	36%	33%	+3%
2010-2011	28%	33%	-5%
2011-2012	30%	35%	-5%
2012-2013	24%	35%	-11%

D.B.4 EQAO 2013 Contextual Information: Grade 9 Academic Mathematics

- ✓ Over the past five years, the percentage of HWDSB students taking academic mathematics who performed at or above the provincial standard has increased by 4 percentage points, from 74% to 78%.
- ✓ In 2012–2013, there was an increase (one percentage point) from the previous year's percentage of students performing at or above the provincial standard in academic mathematics.
- ✓ Our female students have had a seven percentage point gain over the last 5 years and our male students have made a two percentage point gain.
- ✓ Results for students with special education needs (excluding gifted) have been inconsistent and therefore it is difficult to suggest a trend over the past 5 years.
- ✓ The results for ELL students have shown a ten percentage point decrease over the past 5 years.

Percentage of students achieving Level 3 or 4 in Academic Mathematics

Year	Board	Province	Comparison to Province
2008-2009	74%	77%	-3%
2009-2010	80%	82%	-2%
2010-2011	79%	83%	-4%
2011-2012	77%	84%	-7%
2012-2013	78%	84%	-6%

D.B.5 Grade 9 Academic Mathematics: Levels 3 & 4 - Board and Province Over Time
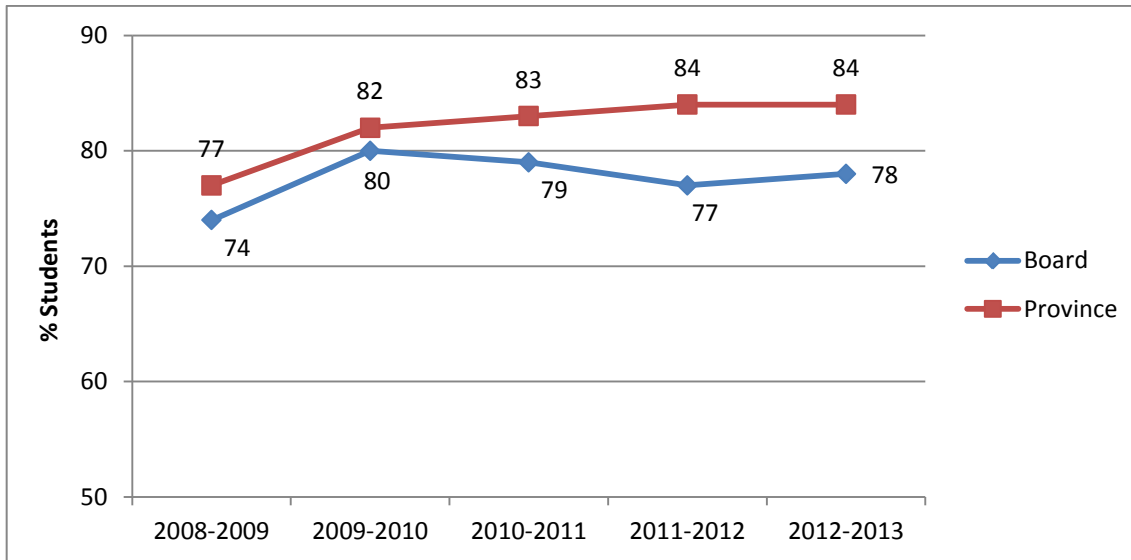
D.B.6   EQAO By Gender, ELL, and Special Education: Grade 9 Academic Mathematics

Percentage of Students Achieving Level 3 or 4 in Academic Mathematics by Gender

Year	FEMALE			MALE		
	Board	Province	Comparison to Province	Board	Province	Comparison to Province
2008-2009	71%	75%	-4%	77%	80%	-3%
2009-2010	80%	81%	-1%	79%	83%	-4%
2010-2011	78%	82%	-4%	79%	84%	-5%
2011-2012	75%	83%	-8%	79%	85%	-6%
2012-2013	78%	84%	-6%	79%	85%	-6%

Percentage of English Language Learners (ELL) Achieving Level 3 or 4 in Academic Mathematics

Year	Board	Province	Comparison to Province
2008-2009	68%	72%	-4%
2009-2010	78%	79%	-1%
2010-2011	76%	79%	-3%
2011-2012	67%	81%	-14%
2012-2013	58%	81%	-23%

Percentage of Students with Special Education Needs (Excluding Gifted) Achieving Level 3 or 4 in Academic Mathematics

Year	Board	Province	Comparison to Province
2008-2009	46%	65%	-19%
2009-2010	69%	72%	-3%
2010-2011	66%	73%	-7%
2011-2012	62%	72%	-10%
2012-2013	55%	73%	-18%

D.B.7 EQAO 2013, Grade 6 (2009-2010) to Grade 9 (2012-2013), Mathematics

The charts and tables below provide information on changes in EQAO results of a cohort of students as they moved from   Grade 6 to Grade 9. The results show how students in each reporting category for mathematics in Grade 6 performed   when they wrote the assessment in Grade 9.The results presented are for students with assessment results for both grades. For students in Applied Mathematics, those who did not meet the provincial math standard in Grade 6 did not   meet the provincial standard in Grade 9. However, a quarter of the students who did not meet the standard in Grade 6 did   rise to the provincial standard in Grade 9. For the most part, students in Academic Mathematics who met the provincial   math standard in Grade 6 met the provincial standard in Grade 9.

Applied Math:

Grade 6 in 2009 to Grade 9 in 2013

- Maintained Standard
- Rose to Standard
- Dropped from Standard
- Never Met Standard

	Percentage of students	
	Board (897 students)	Province (31,040 students)
Met the provincial standard in Grade 6 and Grade 9	16%	19%
Did not meet the standard in Grade 6 but met it in Grade 9	21%	27%
Met the standard in Grade 6 but did not meet it in Grade 9	6%	8%
Did not meet the standard in Grade 6 or Grade 9	57%	45%

Academic Math:

Grade 6 in 2009 to Grade 9 in 2013

- Maintained Standard
- Rose to Standard
- Dropped from Standard
- Never Met Standard

	Board (2 026 students)	Province (85,631 students)
Met the provincial standard in Grade 6 and Grade 9	66%	72%
Did not meet the standard in Grade 6 but met it in Grade 9	13%	13%
Met the standard in Grade 6 but did not meet it in Grade 9	8%	7%
Did not meet the standard in Grade 6 or Grade 9	13%	8%

D.B.8   Contextual Information: Ontario Secondary School Literacy Test (OSSLT)

- ✓ In March 2013, seventy seven percent of fully participating first-time eligible students were successful on the test.
- ✓ Over the past five years, the percentage of HWDSB students who were successful has decreased from by 6 percentage points, from 83% to 77%.
- ✓ Our female students have had a 5 percentage point decline over the last 5 years and our male students have made an 8 percentage point decline.
- ✓ Results for students with special education needs (excluding gifted) have seen a 14 percentage point decline.
- ✓ The results for ELL students have shown a 17 percentage point decrease over the past 5 years.
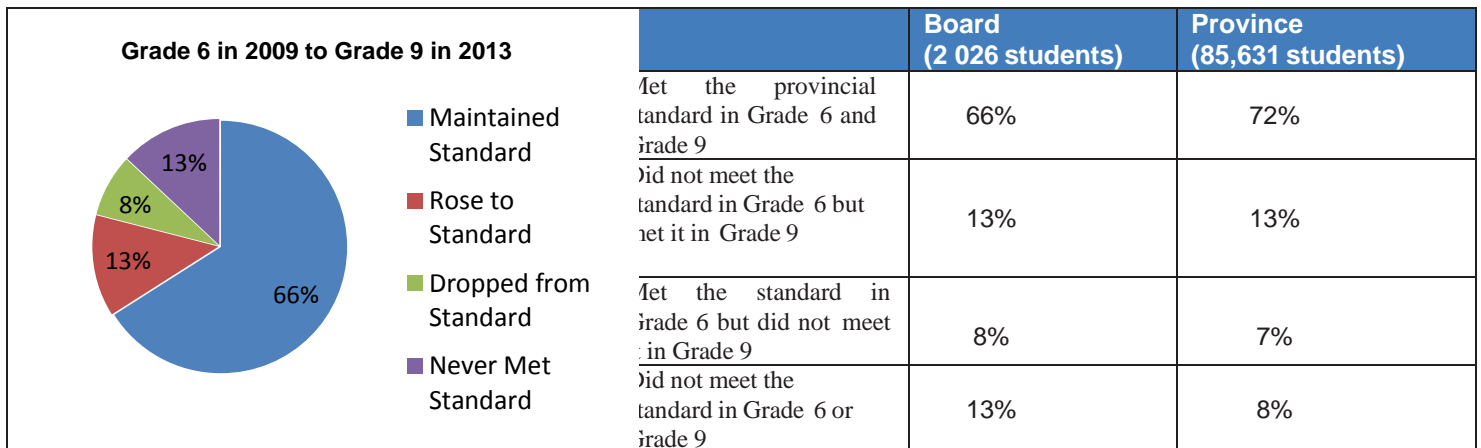
D.B.9   Grade 10, OSSLT Success Rates Over Time
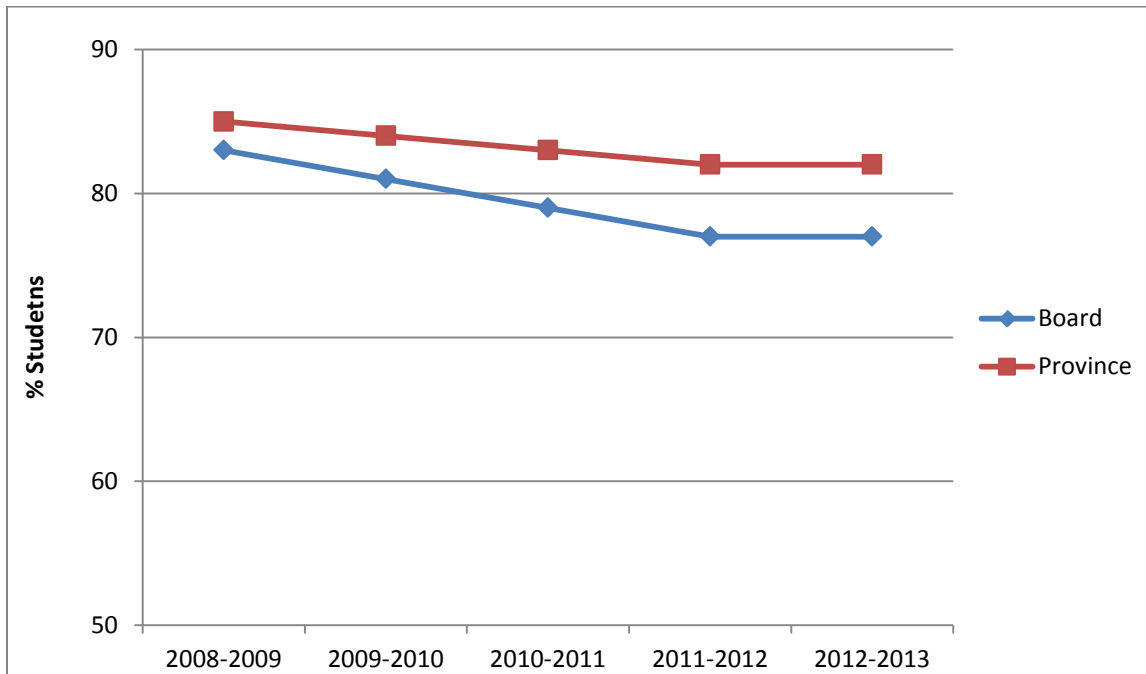
D.B.10 EQAO 2013, Grade 6 (2009-2010) to OSSLT (2012-2013)

The charts tables below provide information on changes in EQAO results of a cohort of students as they moved from Grade 6 to Grade 10. The results show how students in each reporting category in Grade 6 performed when they wrote the OSSLT. The results are for the cohort of first-time eligible students who wrote the OSSLT in 2012-2013 and the Grade 6 assessment in 2009-2010, and for whom EQAO has results for both assessments. For the most part, students who met the provincial reading and writing standard in Grade 6 were successful on the OSSLT on their first attempt in Grade 10.

2013 OSSLT outcome by Grade 6 reading result:

		Percentage of students	
		Board (2 978)	Province (119,467 students)
	Met the provincial standard in Grade 6 and Grade 9	64%	69%
	Did not meet the standard in Grade 6 but met it in Grade 9	14%	14%
	Met the standard in Grade 6 but did not meet it in Grade 9	5%	4%
	Did not meet the standard in Grade 6 or Grade 9	17%	13%
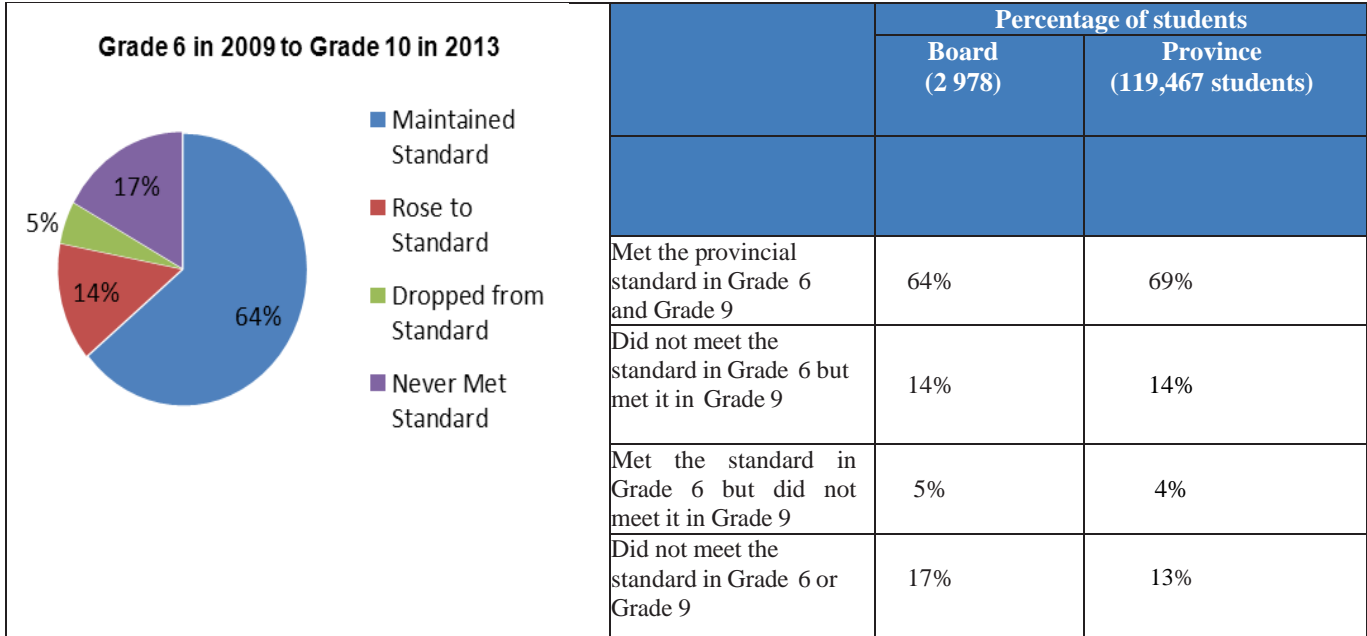
2013 OSSLT outcome by Grade 6 writing result:

		Percentage of students	
		Board (2 978)	Province (119,467 students)
	Met the provincial standard in Grade 6 and Grade 9	60%	65%
	Did not meet the standard in Grade 6 but met it in Grade 9	18%	17%
	Met the standard in Grade 6 but did not meet it in Grade 9	6%	5%
	Did not meet the standard in Grade 6 or Grade 9	17%	12%
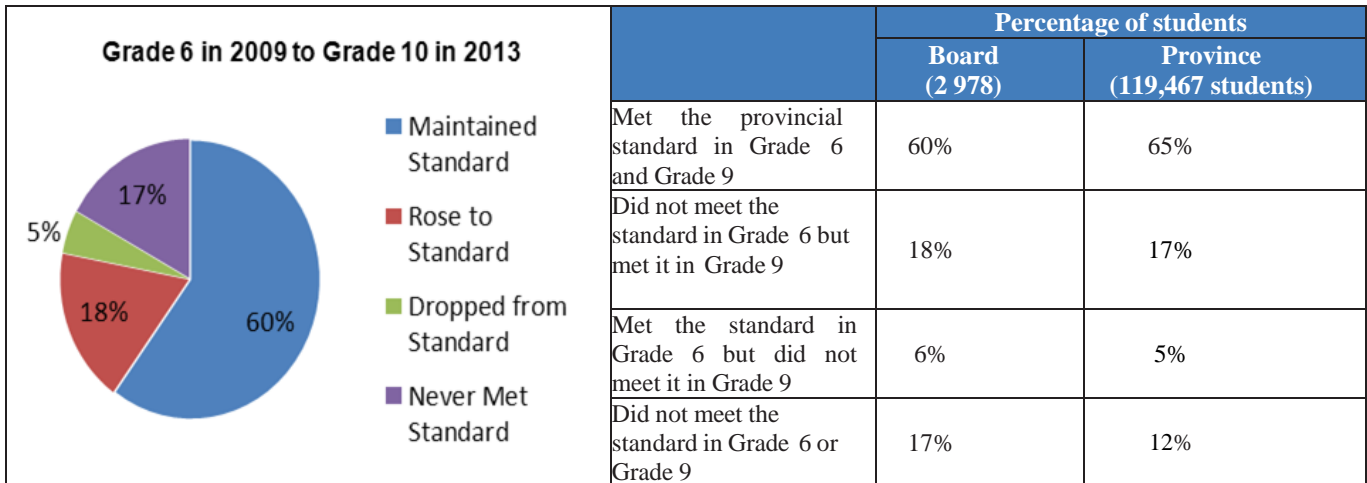
D.B.11 First Time Eligible Students: OSSLT

Percentage of successful fully participating first-time eligible students

Year	Board	Province	Comparison to Province
2008-2009	83%	85%	-2%
2009-2010	81%	84%	-3%
2010-2011	79%	83%	-4%
2011-2012	77%	82%	-5%
2012-2013	77%	82%	-5%

Percentage of First-Time Eligible Fully Participating Students Passing OSSLT by Gender

Year	FEMALE			MALE		
	Board	Province	Comparison to Province	Board	Province	Comparison to Province
2008-2009	87%	88%	-1%	80%	82%	-2%
2009-2010	85%	88%	-3%	77%	81%	-4%
2010-2011	84%	87%	-3%	75%	80%	-5%
2011-2012	83%	86%	-3%	72%	78%	-6%
2012-2013	82%	86%	-4%	72%	78%	-6%

Percentage of First-Time Eligible Fully Participating Students with Special Education Needs (excluding gifted) Passing the OSSLT

Year	Board	Province	Comparison to Province
2008-2009	54%	55%	-1%
2009-2010	50%	54%	- 4%
2010-2011	46%	52%	- 6%
2011-2012	38%	52%	-14%
2012-2013	40%	51%	-11%

Percentage of First-Time Eligible Fully Participating English Language Learners (ELL) Passing the OSSLT

Year	Board	Province	Comparison to Province
2008-2009	68%	66%	+2%
2009-2010	49%	63%	-14%
2010-2011	61%	68%	-7%
2011-2012	65%	66%	-1%
2012-2013	51%	72%	-21%

Percentage of First-Time Eligible Fully Participating Students with Special Education Needs (excluding gifted) Receiving Accommodations Passing the OSSLT

Year	IEP only			IEP and IPRC		
	Board	Province	Comparison to Province	Board	Province	Comparison to Province
2008-2009	56%	56%	0%	50%	53%	-3%
2009-2010	58%	55%	+3%	42%	45%	-3%
2010-2011	51%	53%	-2%	41%	51%	-10%
2011-2012	42%	53%	-11%	32%	51%	-19%
2012-2013	43%	52%	-9%	34%	49%	-15%

D.B.12 Credit Accumulation Rates

Grade nine and ten accumulated credits are a key indicator of student success. If a student successfully completes 8 credits by the end of grade nine or 16 credits by the age of sixteen (end of grade ten), the student is less likely to drop out of school. Having more students "on track" and achieving all their credits in grades nine and ten should result in a higher graduation rate as these students move through our schools and programs.

Grade 9 Credit Accumulation 2012-2013

For grade 9 credit accumulation, 78.75% (n=2952) of our students have eight or more credits and 6.86% (n=257) are one credit away from attaining all eight credits by the end of grade nine. 10.94% (n=410) of our students had less than six credits at the end of last year. In 2012-2013 The Provincial rate was----% of students earning eight or more credits.

Year	>= 8 Credits	7 credits	6 credits	<6 credits**
2007-2008	74.3%	7.9%	3.3%	14.5%
2008-2009	72.8%	8.6%	4.5%	14.2%
2009-2010	72.5%	9.1%	4.1%	14.3%
2010-2011	73.04%	9.01%	4.47%	13.48%
2011-2012	79.97%	7.05%	4.03%	8.95%
2012-2013	**78.75%**	**6.86%**	**3.47%**	**10.94%**

**the <6 credits category includes some identified students who are not taking a full schedule of 8 credits, but were successful in earning all of their attempted credits.

Reach Ahead – Grade 9 Credits (CCE)

Reach Ahead Programs – are credit granting programs available to Grade 7 & 8 students during the summer. It is designed for students who would benefit from entering Grade 9 with a credit already earned. Students attend the programs for two weeks during their Grade 7 & 8 summer break and earn a "Reach Ahead" 0.5 secondary credit (0.5 FTE-Full Time Equivalent Student).

Session	Credits Earned	Change (1 year)
2009-2010	164.5	
2010-2011	272.5	+66%
2011-2012	323	+19%
2012-2013	**547 full 122 half**	**+88%**

Grade 10 Credit Accumulation 2012-2013

HWDSB credit accumulation for grade ten students has decreased to 65.31% (n=2527). The Provincial average for grade ten students achieving sixteen credits or more was ------. 8.26% of our students (n=317) are within one credit of reaching this benchmark. The number of students with less than 14 credits has increased to 22.1% (n=848).

Year	>= 16 Credits	15 Credits	14 Credits	< 14 Credits
2007-2008	60.3%	9.8%	4.5%	25.3%
2008-2009	60.5%	10.2%	5.1%	24.3%
2009-2010	60.0%	10.4%	5.7%	23.9%
2010-2011	61.35%	9.55%	5.08%	24%
2011-2012	66.89%	9.75%	4.62%	18.75%
2013-2013	**65.31%**	**8.26%**	**4.35%**	**22.10%**

Credit Accumulation Gap Between Students in Grades 9 and 10

In 2012-2013, the gap between students who were not on track by the end of Grade 9 and 10 was 13.44%. This is gap is ----% higher than the provincial gap in 2011-2012 of ---%.

Year	Grade 9	Grade 10	Gap
2007-2008	74.3%	60.3%	-14.0%
2008-2009	72.8%	60.5%	-12.3%
2009-2010	72.5%	59.9%	-12.6%
2010-2011	73.04%	61.35%	-11.7%
2011-2012	79.97%	66.89%	- 13.08%
2012-2013	**78.75%**	**65.31%**	**-13.44%**

D.B.13   Experiential Learning: Co-operative Education, OYAP and School to Work

Our experiential learning programs are designed to provide students with opportunities to explore the workplace and although this is good for all students on pathways to all destinations, it is essential to meet the needs of HWDSB students who intend to go from school to work or apprenticeship.

Co-operative Education

In 2012-2013 we had 3,292 students participating in Co-operative Education programming within the HWDSB, which represents 20% of the entire student body. Students were placed at over 800 different "employers" in the Hamilton-Wentworth community. Students are placed in a variety of placements, from accounting, to healthcare, to retail, to elementary schools to trades.We had an increase in students participating in SHSM Co-op, Continuous Intake Co-op, all-day Co-op, and in summer Co-op.

Year	# of Co-op Students	Total # of Co-op Credits Attempted	Total # of Co-op Credits Earned (%PassRate)	% of Secondary Students in the HWDSB Participating in Co-op
2007-2008	2964	6985		15.8%
2008-2009	3072	7277		16.8%
2009-2010	2891	6510		15.0%
2010-2011	2897	7065		17.3%
2011-2012	3145	6291.5	5593.5 (88.9%)	18.8%
2012-2013	3292	5947.5	5193.5 (87.3%)	20%

Co-op courses must be "attached" to an in-school course students have taken in the past, or are concurrently taking. This chart shows the distribution of subjects to which Co-op credits were "attached".

Courses	Arts	Business	Computers	English	ESL	French	Guidance Careers	Math	PhysEd	Science	Social Science	Tech	Other Not Specified
% of Co-op students 2011-12	4.4	3.3	0.3	29.4	0.4	0.1	16.9	4.4	6.2	4.4	7.1	19	4.1
% of Co-op students 2012-13	4.9	2.8	0.8	27	0.6	0.1	24.5	5.7	5.9	3.7	5.9	16.3	1.8

Ontario Youth Apprenticeship Program (OYAP)
HWDSB continues to have a large number of students participating in the Ontario Youth Apprenticeship Program. We had a slight increase in the number of OYAP participants, and also in the number of OYAP students who were registered as apprentices. Our participation in the Dual Credit Accelerated programs though our partnership with Mohawk College continued to stay on par with previous years enrollments.

Year	# of OYAP Students	# of Signed Apprentices	% of Signed Apprentices
2008-2009	1024	192	18.8%
2009-2010	874	174	19.9%
2010-1011	1118	215	19.2%
2011-2012	867	157	18.1%
2012-2013	965	204	21.1%

School To Work
The "School to Work" table displays the breakdown of student participation in the various school-to-work programs available within the HWDSB. Some of the students in the Homebuilding and Healthcare Support programs also participated in Specialist High Skills Major Programs.
The "Building Careers from the Ground Up" Homebuilding Program expanded to both semesters, and students were very successful. In 2012-2013, the program had 48 participants, earning 239 credits, with 34 students offered employment and 18 of them signed/registered as apprentices.
The HWDSB is one of only 4 school boards running the Ontario Public Services program (OPS). This program is ministry funded, to re-engage at risk students by giving them paid work experience at Ontario government co-op placements.

Year	Homebuilding Program	Health Care Support	Limeridge Mall	Militia	OPS Program
2007-08	23	26	21	31	
2008-09	24	41	32	25	
2009-10	23	26	25	16	
2010-11	23	34	33	Not offered	34
2011-12	49	31	20	18	36
2012-13	48	29	31	10	34

School-College-Work-Initiative (SCWI) and Dual Credits
The School-College-Work-Initiative is a Provincial joint partnership with local school boards and Community Colleges to increase the number of students attending college, and to improve their success when attending college. The "Destination College" activity saw 350 Grade 7 students attend tours of Mohawk College in 2012-2013. Numerous other tours and activities at Mohawk are provided for our students through SCWI.

Dual Credits
The Dual Credit Program targets students who are disengaged and underachieving, with the potential to succeed. High school students attend College and earn both Secondary School credits, and college credits.

Dual Credit Program	No. of Students	No. of students who were "at risk" and/or out of school and returned to participate	No. of Credits Attempted	No. of Credits Achieved	Success Rate
Mohawk Bridge	98	70	196	128	65%
Business	11	6	22	12	55%
Media	12	9	24	24	100%
Contextualized Math	27	15	27	26	96%
Trades, Engineering & Design	6	4	12	11	92%
OYAP Apprenticeship Level One Dual Credits	89	45	155.5	141.5	91%

D.B.14 Specialist High Skills Majors (SHSM)

By the end of the 2012-13 school year,**137** students had earned a SHSM designation, which was an increase of **32** students when compared to the 2011-2012 school year.

Expansion of SHSM Programs

Our SHSM programming began in 2007-2008 with seven programs in three sectors involving seven schools. In 2010-2011 we had 16 programs representing 9 sectors across 12 schools. For 2013-14, we have 22 programs representing 11 sectors in 16 schools.

In 2012-13, there were 270 gr. 12 students enrolled in SHSM programs. 137 graduated with a full red seal designation. Our SHSM grad rate was 51% - increased from 26% SHSM grad rate in 2011-12.

SHSM Sector	Student Enrollment			SHSM Designations		
	Actual 2010 - 11	Actual 2011 - 12	Actual 2012-13	2010 - 11	2011 - 12	2012 - 13
Arts & Culture	186	213	170	28	34	51
Aviation & Aerospace	18	28	16	1	1	5
Construction	150	139	83	11	11	19
Energy	0	11	6	0	2	2
Environment	0	48	42	0	0	2
Health & Wellness	389	253	140	23	25	33
Horticulture & Landscaping	32	41	14	1	4	4
Hospitality & Tourism	87	108	67	5	8	8
Information & Communications Technology (ICT)	27	35	15	2	6	3
Justice, Community Safety & Emergency Services (JCSES)	59	51	15	10	6	6
Manufacturing	30	59	38	5	8	4
TOTALS:	**978**	**986**	**606**	**86**	**105**	**137**

D.B.15   Graduation Rates

Graduates are defined as students who have successfully completed all requirements to earn an Ontario Secondary School Diploma (OSSD) as outlined in the "*Ontario Secondary School Grades 9 to 12 – Program and Diploma Requirements 1999*" guide.

The graduation rate within HWDSB at the end of June 2013 was 81% (the Provincial rate in 2011-2012 was 82%). **Please note:** this graduation rate includes the students who were at our alternative education sites in 2011-12(e.g., Crestwood, James Street and King William). If we remove these students from the cohort (as we did in the 2012 report), the graduation rate becomes 83%.

The HWDSB rate includes students who graduated during either their fourth or fifth year in high school. This percentage does not include students who stay longer than five years to graduate, students who earn their last credit(s) through Community and Continuing Education (CCE) or alternative education programs.

It is important to note that as the Ministry of Education has more clearly defined what is meant by a "cohort" graduation rate, our HWDSB rate is now in alignment with the provincial rate calculation and the rate calculation used by our neighbouring boards. Therefore, the graduation rate represents the number of students in a cohort who began with HWDSB in their grade 9 year and remained with us until they graduated in 4 or 5 years from an HWDSB school.

Students who officially leave and register in another school board are not counted in this cohort. There are approximately **1603** students who have left HWDSB since they began in grade 9 to complete their credits in other school boards outside our board, province or country.

Schools staff continue to reach out to students individually and provide them with the types of programs that motivate them to successfully complete their diploma requirements so that they can realize a destination beyond high school, particularly those students in grade 12 and beyond that are at risk of leaving secondary school before they have completed their diploma requirements.

7% (n= 389) of the non-graduates in the cohort are within eight credits of graduating. An additional 2% (n=144) have less than 22 credits. 5% (n=338) of the cohort are non-graduates who are no longer registered in our board and are considered early leavers.
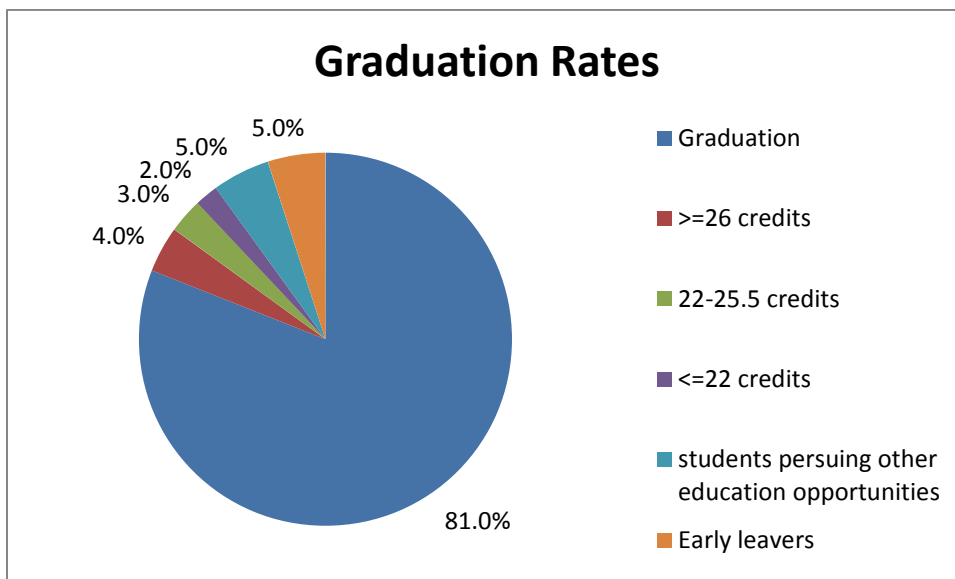
	2010 %	No. of Students in 2010 cohort	2011%	No. of Students in 2011 cohort	2012%	No. of Students in 2012 cohort
Graduates in 4th or 5th year	72%	6130	83%	5067	**81%**	**5127**
Of the non-graduates, students enrolled in our schools with 26 or more credits (one semester away from graduation)	5%	426	5%	305	**4%**	**229**
Of the non-graduates, students enrolled in our schools with between 22 and 26 credits (two semesters away from graduation)	3.2%	273	3%	183	**3%**	**160**
Of the non-graduates, students enrolled in our schools with less than 22 credits (including students working toward certificates)	3.5%	298	2%	122	**2%**	**144**
Cohort students pursuing other education opportunities (moved to other educational institutions to complete high school i.e. moved to a school outside of our board)	5%	429	0.2%	14	**5%**	**336**
Early Leavers (students who left school for personal reasons, entered the workforce, or may have moved out of our community or country)	8.2%	697	6%	366	**5%**	**338**
Return to Community and Continuing Ed (CCE) in HWDSB	1.1%	92	1%	47		
Other – students re-engaged at HWDSB	2.5%	212	-	-		

***The graduation rate is calculated based on a five-year cohort (group of students, n=6334). The rate is the percentage of a cohort that receives an OSSD diploma within five years of starting high school.

HWDSB 2012-2013 Graduates by School			
SCHOOL NAME	Cohort of students in year 4 and 5	Graduates in year 4 and 5	Year 4 and 5 Graduation Rate
Ancaster High	395	383	96.96
Barton Secondary	283	203	71.73
Delta Secondary	235	171	72.77
Glendale Secondary	319	221	69.28
Highland Secondary	368	340	92.39
Hill Park Secondary	268	218	81.34
Mountain Secondary	62	38	61.29
Orchard Park Secondary	443	380	85.78
Parkside High	217	185	85.25
Parkview Secondary	80	29	36.25
Saltfleet District High	448	392	87.50
Sherwood Secondary	424	364	85.85
Sir Allan MacNab Secondary	283	223	78.80
Sir John A Macdonald Secondary	343	197	57.43
Sir Winston Churchill S.S.	358	237	66.20
Waterdown District High	454	425	93.61
Westdale Secondary	640	610	95.31
Westmount Secondary	458	434	94.76
Total for Secondary Day Schools	6,078	5,050	83.09%
Crestwood 9-12	53	2	3.77
James St/Turning Point	115	45	39.13
King William 9-12 Alter Ed	88	30	34.09
Total for Alter-ed Programs	256	77	30.08%
Total for HWDSB	6,334	5,127	80.94%

CCE Graduates

2012-2013	Number of Graduates
18-21 years	86
22-24 years	104
Over 25 years	218
TOTAL	**408**

Appendix E

Strategies to
Support the Learning Needs of
Students with Special Education Designation

E.1	Special Education Supports and Services
E.2	Special Education Definitions
E.3	Support and Placement Options
E.4	Instructional Practices

E.1   Special Education Supports and Services

The Board provides a spectrum of special education supports and services for students. This spectrum includes both in-school as well as itinerant support, short-term intervention services, and placements in regular class, special class and at Glenwood Special Day School. The Board endeavours to meet the needs of all students accessing Special Education/Student Services supports in the most enabling environment, in accordance with parental preference. The Board's practice, consistent with the Ministry direction is that, wherever possible, special learning needs are addressed within the home school.

Continuous evaluation and assessment is an integral part of educational programming for all students. Monitoring progress, reviewing program interventions, and making changes in instructional practices that result in increased student achievement are the hallmarks of Special Education/Student Services.

Many professionals, including classroom teachers, early childhood educators, itinerant teachers, special education teachers, educational assistants, school administrators, special education consultants, speech-language pathologists, kinesiologist, psychoeducational consultants, social workers, and system special education teams provide services to assist schools to meet the needs of all students, and in particular those with special education needs. In addition, the Board works collaboratively with many community partners in the provision of services for students.

E.2   Special Education Definitions

An **exceptional pupil** is defined as a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program.

A **special education program,** in respect of an exceptional pupil, is defined as an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meets the needs of the exceptional pupil. A special education program can be provided in a variety of settings, including a regular class or a self-contained special education class.

Special education services are defined as facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

E.3   Support and Placement Options

The Hamilton-Wentworth District School Board offers a spectrum of supports and placement options for students with special education needs. These options include regular class programs with support, itinerant teacher support, short-term intervention programs, special class programs, as well as a special day school. In consultation with stakeholders, including SEAC, special class programs are located strategically throughout the District. Where possible, a range of programs are placed within the same cluster of schools to provide clear pathways for students to remain with their classmates throughout their school career. Special classes are placed, where possible, in schools that offer maximum integration opportunities. The number and type of special programs and classes reflect system needs.

The special learning needs of all students, wherever possible, can and should be addressed in regular class placement within the home school. Thus, before considering the option of placement in a special education class, the Board considers whether placement in a regular class, with appropriate special education services, will meet the student's needs. Consideration of special class placement generally occurs only after

differentiated strategies and/or modified programs and/or short-term interventions have been implemented, documented and evaluated in the regular class setting but have not proven sufficient to meet the student's needs. Parents/guardians are always given the option, if that is their preference, to have the student's placement be in a regular class in the home school, regardless of the student's individual needs. All program interventions, whether in the regular class or in a targeted group setting, should be documented and given reasonable time to demonstrate their effectiveness.

E.4   Instructional Practices

In HWDSB, instruction that can respond to a group of students and yet can also be tailored to the unique needs of students with particular needs is encouraged, based on the principles of three related instructional approaches:
- ✓ Universal Design – using teaching strategies or materials that address the special needs of a specific student or students, but are also of benefit and appropriate for all students;
- ✓ Differentiated Instruction – adapting instruction, materials, and assessment methods to suit the differing interests, learning styles and abilities of students; and
- ✓ The Tiered Approach to Prevention and Intervention – employing a systematic approach to assessment, instruction, and appropriate interventions to respond to individual needs.

The tiered approach facilitates the early identification of students experiencing difficulty which can lead to appropriate and timely interventions. It includes three distinct levels of interventions:
- ✓ Tier 1: whole class level instruction employing evidence-based instructional practices;
- ✓ Tier 2: targeted small group or individual intervention; and
- ✓ Tier 3: intensive intervention for individual or small groups.

The tiered approach acknowledges the expertise of in-school personnel in addressing student needs, yet also includes the provision of support from system personnel and community partners. Although it appears sequential in nature, the progression through the tiers is fluid. Students can move about tiers as determined by assessed needs and individual responses to intervention. Each tier varies with respect to its focus, its assessment and evaluation methods, its level of response or intervention, and its avenues for supports.

Tier 1:
Regular classroom interventions can include whole class or small group targeted instruction, accommodated programming, as well as differentiated and evidenced-based classroom instruction. Special Education services are provided in the regular school setting through itinerant teacher support in the following areas:
- ✓ Blind and Low Vision Itinerant Support (provide direct Braille instruction and transcription, assist with modifying curriculum; provide support for the use of assistive technology; provide transition support to students to Secondary and Post-Secondary education/careers);
- ✓ Deaf and Hard of Hearing Itinerant Support (design, implement, and assess individualized programs in the preferred mode of communication; provide support for the use of technology such as hearing aids and FM systems);
- ✓ Character Network: Pathways (provide classroom support for students with behavioural issues in Junior Kindergarten to grade eight; support the development of specific behaviour and safe intervention plans);
- ✓ Gifted Itinerant Support (provide in-service sessions about the structure and development of the IEP and differentiated programming, share resources about gifted programming and higher order thinking skills);
- ✓ Autism Spectrum Disorders (ASD) Team (model of strategies, assist with visual supports needed for programming and behavioral intervention; provide support for technology use, social communication, self-regulation, and assessment);
- ✓ Augmentative Alternative Communication Team (AACT) (introduce and support augmentative and alternative communication (AAC) which includes all forms and strategies of communication (which

supplement oral speech) that are used to express thoughts, needs, wants, and ideas in order to understand or be understood).

Tier 2:

Short-term targeted interventions may include differentiated instruction that is specific to an identified need, and involve individual or small group instruction that can occur in the home school or, for a specific period of time, in another board location. The strategies included in the K-2 Literacy Project are examples of Tier 2 interventions.

Special Education Tier 2 interventions include:

- ✓ The Character Networks Centre Program
  - o The CN Centre Program offers a higher level of intervention for a particular group of elementary students, while enabling them to remain connected and registered with their home school. The Program involves students remaining on the home school register and attending a Centre site for a 6-week block of time. The purpose of the Centre Program is to build the capacity of the selected students to function at an increased independent level in their home school through the transference of behavioural skills learned in a more intensive setting. Students entering the Centre Program generally have had previous Character Network: Pathways involvement.
- ✓ Gifted Centre Program
  - o After a successful Gifted Centre Pilot Project in 2011-12, HWDSB expanded the Gifted Centre model to include all Grade 5 students identified as gifted and enrolled in a regular class setting. Over 80 students participated in the four Gifted Centre groups offered at various locations. Project-based learning, as well as activities designed to help students learn more about their strengths and challenges, their learning style and how to self-advocate, have been utilized to encourage students to think beyond the curriculum, reach higher, and take academic risks. Students learned how to incorporate higher order thinking skills in all that they do.
- ✓ STACK Program
  - o Social Thinking & Actions in the Classroom for Kids (STACK) is a series of class-wide social communication and self-regulation lessons offered by Autism Services. Teachers of Grades 4- 7 are offered the option of STACK when the IEP of a student(s) with ASD or Asperger Syndrome include social communication and self-regulation goals. STACK is a set of 12 lessons conducted in collaboration with the classroom teacher. The teacher brings not only the class's priority needs and examples relevant to each lesson but supports the generalization of each set of skills introduced into daily learning between lessons and throughout the year. All children benefit from the STACK strategies and class parents are given an overview of the lessons. The parents of the identified student with ASD receive follow-up goals and strategies following each lesson (eg expected versus unexpected (social behaviours) to support at home and in the community.
- ✓ The Centre for Success Program
  - o A multi-disciplinary Special Education / Student Services team examined current research and best practices in other districts with regard to programming supports for elementary students with learning disabilities. From that research, the team developed a six-week intervention program for regular class grade five students who have basic literacy and numeracy skills, but who have experienced limited academic gains, and have become disengaged in their learning as a result of their learning disability challenges. The Centre for Success Program is a strength-based, strategy-focused intervention program, designed to enable students with diagnosed learning disabilities to be able to identify and explain their personal learning profiles, develop a thorough understanding of the use of their assistive technology in order to maximize opportunities for them to demonstrate their learning, and to be able to self-advocate for the implementation of specific strategies to support their learning.

Tier 3:

Every special class placement recommendation is made to allow the student's needs to be met in the most enabling environment. Most exceptional students attend programs with their age appropriate peers, with a focus on integration opportunities that are in accordance with student's strengths and needs. As much as possible, individual special classes are defined by profiles in order to facilitate instruction that responds to the learning needs of the students placed in the various classes. While the category of exceptionality provides critical and helpful information to inform both placement and program, decisions regarding placing students in appropriate classes will be based more on the students' needs rather than their exceptionalities. This is in alignment with the HWDSB Program Strategy.

- ✓ Character Network: Tier 3 Class Programs
  - o The Character Network: Class Programs are elementary self-contained class interventions. The majority of students assigned to the Character Network: Class Program have an externalizing behaviour disorder diagnosis, as well as having experienced significant problems of a psycho-social issue and/or other learning difficulties. Many have had significant attendance issues. Character Network: Classes offer a self-contained setting with a high staff-to-student ratio. Although selected students may have had previous Character Network involvement, entry to the Class program is not necessarily following those intervention programs. However, significant documentation, including various formal and informal types of assessments and the effectiveness of previous interventions, is required.
- ✓ Character Network: Foundations Class
  - o The Foundations Class is a self-contained class focusing on assessment and intervention. In collaboration with parents, community agencies and HWDSB supports, the program provides accepted students with elements of the following, depending on assessed need:
    - ▪ multidisciplinary and comprehensive assessments;
    - ▪ individualized programming to address social-emotional learning needs and school-readiness skills and,
    - ▪ transitional planning (including a recommendation for the most appropriate placement options, which may include a return, with support to their current placement).
- ✓ Learning Foundations Program
  - o The Learning Foundations Program assists in providing appropriate supports for students in our system that have learning needs that are difficult to determine. These elementary students typically present as hard to serve students due to their complex needs. Students attend the Learning Foundations Class on a short term basis. Here they receive interdisciplinary supports, continuous progress monitoring and integrated assessments from Student Services and Special Education Staff. In collaboration with the Learning Foundation's teacher, appropriate programming goals and strategies will be determined that enable student success. The outcome is to identify the appropriate program and strategies that can be implemented and then be transferred to a classroom setting.
- ✓ Gifted Class Program
  - o The elementary gifted classes focus on developing higher order thinking skills with students. As a group, the teachers of these classes meet to share ideas, strategies and concerns. Many of the students in the classes have additional needs as well and so differentiated instruction is wide ranging.   The use of technology plays a key role especially in the area of accommodations for many students. Extensions to the curriculum and "out of the box" lessons as well as individual and group projects assist students in learning more about themselves as gifted learners.
- ✓ Autism Classes
  - o This year there are 16 Elementary and Secondary Extensive Support Classes focused on Autism. Generally, each class has up to 6 students, supported by a Teacher and 2 Educational Assistants. The students have a diagnosis of ASD, require intensive supports and are not able to meet their potential in an inclusive setting. Each has significant communication challenges, intellectual disability, and/or ongoing self-regulation difficulties. Many have severe behaviour challenges as

well. Generally students are considered for this placement from Grade 3 or onwards. Programming in these classes is highly individualized and structured for each student and generally ABA and other evidence-based strategies and a structured teaching approach are the basis of programming. As the students' programs are mostly alternative, an alternative Report Card has been developed to align with their Individual Education Plans.

- o Beginning in 2012-13, the Board opened a Secondary Social Communication Program, which is a cognitive behavioural approach to providing intensive support to students diagnosed with high-functioning Autism or Asperger Syndrome. These students must be directly taught how to have successful interactions at home, at school and in their community, as they do not automatically assimilate the unwritten rules of social interaction. Although the students are able to earn secondary credits they are not able to reach their full potential without specialized support for their social thinking, executive function and self-regulation challenges.

✓ Comprehensive: Classes
- o The comprehensive classes in both the elementary and secondary panels are comprised of a maximum of 12 students and are staffed by 1 teacher with special education qualifications and a minimum of 0.5 Educational Assistant. The classes are asset-based and the students in each class share similar profiles. These profiles provide the detail that the teacher uses to create individualized and group instruction and upon which assessment will be based. Students in each panel have opportunities for integration into regular class programs based upon their interests and ability to do so. Students at the secondary level may also be receiving credits from integration, however many are on alternative programs and received the new Alternate Report Card as a more appropriate assessment reporting mechanism.

✓ Developmental Disability Classes
- o Students with developmental disabilities can be programmed for in a number of different environments within the Hamilton-Wentworth District School Board, given the specific strengths and needs of the student. These include: Graduated Support, Extensive Support and Glenwood Special Day School.
- o The Graduated Support Program is a self-contained secondary class program for students who are not working towards a secondary diploma. However, students in the program are capable of a certain level of independence in the community, either as a future employee or as a volunteer. Although it is a self-contained program, students can be integrated into other classes as is individually appropriate for the particular student. The program is a 2 class program. The Junior Class, for students who are age appropriate for grades 9 through 12, focuses on solidifying functional, employability skills. Students receive instruction in functional communication, academics, self-care, life and social interaction skills. The Senior program, for students ages 18 to 21, focuses on community connections and involvement, and includes experiential work opportunities and other skill development (ex., bus training). Work-related skills and independence within the community are the primary goal for the older students.
- o Extensive support programs for secondary students are available in each of the three clusters. These classes are housed within regular composite secondary schools and best meet the needs of students requiring increased levels of academic and socialization support. Students in Extensive support programs frequently have additional needs in additional to developmental disabilities, such as physical disabilities, autism, or medical needs, and receive Alternate Report Cards.
- o For parents requesting a special day school, the needs of children with developmental disabilities can be met at Glenwood. The vast majority of students at Glenwood have multiple disabilities. Although the school is located within the west cluster, students from the entire Hamilton-Wentworth District School can be transported to this site. This environment includes both elementary and secondary aged students, most of whom require alternative programming and whose profiles may include medical and behavioural needs which are best suited to the utilization of ABA practices.

Appendix F

Strategies to
Reach Out to Early Leavers
to Encourage Diploma Completion

F.1	Strategies to Re-connect with Early Leavers
F.2	Return and Learn Program
F.3	Turning Point
F.4	Partnerships/Benefits of the Mohawk College Location
F.5	2012-2013 Supervised Alternative Learning (SAL) Report

F.1   Strategies to Re-connect with Early Leavers

The best level of success for schools came when students were contacted by staff members who knew them, whether it be a guidance counsellor, student success teacher, administrator or coach. Many students shared that this was the first time they had received a communication from a school welcoming them back.

Below are some of the suggested approaches that were used across the system to re-engage students and to provide programming to meet their needs:

Communication Strategies
- ✓ Calls to home/work/parents/emergency contacts
- ✓ Letters to invite students back
- ✓ Parent and student meetings
- ✓ Home visits conducted when no phone, or emergency information
- ✓ "Check-in" appointments to monitor progress and coach students to success
- ✓ Communication to teachers regarding supports and strategies for specific students
- ✓ Regular check-ins with students and parents/guardians
- ✓ Link on school website outlining options to graduate
- ✓ Mailing positive notes home

Positive School Connections
- ✓ Use of Restorative Justice practices
- ✓ Connections to school clubs or teams
- ✓ Engaging students in Speak Up Projects

Mentoring
- ✓ Collaboration with other educational staff: guidance, VP, LRT, social worker, office staff, Student Success teachers and mentoring education assistants
- ✓ Link to caring adult (touching base/counselling)
- ✓ Peer tutor mentoring
- ✓ Creation of school based groups to address needs
- ✓ Contracts with administration

Community/Other Supports
- ✓ Referral to the Social Worker, AY or other community supports
- ✓ Consulting with community partners; e.g., Probation, CAS/CCAS
- ✓ Financial support through Bursaries, community supports
- ✓ Links to community programs/supports eg. Grace Haven, Cornerstone

Programming
- ✓ Creation of individualized timetables and re-timetabling as required
- ✓ Enrolment in in-school/off-site Alternative Education programming
- ✓ Enrolment in GLD, GLN, Credit Recovery
- ✓ Credit rescue supports
- ✓ Enrolment in cooperative education – full day, half day and or paid coop
- ✓ Connections to SHSMs; Dual credit; Specialized Pathways

- ✓ Creation of opportunities for work experiences in existing programs
- ✓ Establishing a Literacy/Numeracy after school program
- ✓ Enrolling students in part-time studies to complete required credit material
- ✓ Enrolment in e-learning
- ✓ Home study
- ✓ Career pathways guidance
- ✓ Enrolment in system alternative education/student success programming
- ✓ Enrolment in continuing education (night school, summer school, eLearning)

F.2   Return and Learn Program

Some of our secondary schools run an after-school program called "Return to Learn" to re-engage Early Leavers. The program typically draws students who have work or family commitments which prevent them from attending day school. Students come to the school, and are supported by an Alter Ed teacher and several caring adults from a community service group. The program offers nutrition and a one-to-one committed, caring adult able to work through course requirements with the student. Students begin the program as a way to recover credits, however many students continue in the program in order to earn new credits. Students working on earning new credits are expected to attend the after-school program 5 afternoons per week.

F.3   Turning Point

The 2012-2013 School year was the second year the Turning Point program was located at Mohawk College, Fennell Campus. There have been many advantages and partnerships that have formed over the two years at this location which have added to the uniqueness of this program. In the first year Turning Point had 70 graduates, this trend continued into the second year where there were 68 graduates.

NOTE: Approximately 90% of new Turning Point intakes are not attending a secondary school when they are re-engaged. The chart below represents the school they had attended most recently.

Brief Overview of Turning Point Data

Intakes

Alternative Education*	32	Hill Park	7
Delta	21	HWCDSB	6
Sherwood	18	Mountain	4
Sir Winston Churchill	18	Glendale	4
Westdale	17	Highland	4
Out of Board	14	Saltfleet	4
Westmount	13	Parkside	3
Sir John A. Macdonald	9	Orchard Park	3
Barton	9	Continuing Education	3
Ancaster	8	Sir Allan Macnab	3
Section 23	8	Waterdown	2
		Total Intake:	**217**

* includes students who left and returned to Turning Point

Demits

University	4	Non-Attendance***	18
College	24	Return to HWDSB day school	15
Retired with OSSD*	40	To HWCDSB (St. Martin's Manor	1
Employment**	87	Deceased	1
Personal Reasons	6	To Another Public Board	2
		Total Demits:	**217**

* destination unknown
** many return to Turning Point once job settles
*** many return to Turning Point the following year

F.2   Partnerships/Benefits of the Mohawk College Location

✓ **Mohawk Admissions** Mohawk College has continued to refer any clients under the age of 21 to the Turning Point program for admission to HWDSB. If the students do not fit the profile of Turning Point, arrangements are made to have the students enter other HWDSB programs that are the most suitable to their needs. During 2013/14 HWDSB is considering offering a CCE program at the Turning Point location in order to meet the needs of students over the age of 21 who would like to obtain an OSSD at the Mohawk College campus.

✓ **Mohawk Career Preparation –** This is Mohawk College's version of continuing education. Currently, they refer all students under 21 years of age to Turning Point and also refer students who require upgrading prior to college entry.

✓ **Mohawk College Student Number -** Students of Turning Point receive a Mohawk College student number. This allows access to certain services at the college. (e.g. Wi-Fi account, library, student events). The goal is to have the students immerse themselves in the college life with a goal to motivate them to complete OSSD and pursue post secondary education if they desire.

✓ **Mohawk Loyalty Card -** Students in Turning Point receive a Mohawk College Loyalty card. This allows them to accumulate financial credit towards future studies at Mohawk. By completing Turning Point students receive 50 points that can be converted to a monetary value towards registration, books etc. if they attend Mohawk in the future. They can accumulate more points by attending Mohawk events such as open houses or by completing dual credit courses.

✓ **Aboriginal Centre –** The Aboriginal Centre works with any of our Turning Point graduates that are aboriginal. They will help in the transition to college life and support students in accessing grants that might be available to them when they apply to college. As well, a former Turning Point graduate now works at the Aboriginal Centre while she attends Mohawk College.

✓ **Mohawk College Outreach worker/education advisor –** We have developed a partnership with Mohawk's education advisors. They will work with our students who wish to attend college and assist in their transition to post secondary.

✓ **Assisted Learning Centre –** The Assisted Learning Centre will work with our students who require academic supports at the post secondary level. Students will have services set up before they attend the college to ease their transition.

- ✓ **Dual Credit Programs -** Turning Point students who meet the requirements can attend the various dual credit programs available at Mohawk College. This has proved beneficial to many of our students who wish to attempt College in the future.

- ✓ **Mohawk Counseling Services –** Currently we are working on a partnership with HWDSB Social Workers and Mohawk College counseling services so that clients with these needs can be attended to and will be able to transition with support to College.

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Supervised Alternative Learning (SAL) Report
JUNE, 2013

Section 1:   Supervised Alternative Learning (SAL) Program

The Supervised Alternative Learning (SAL) program offered at HWDSB meets or exceeds all standards stated in Ontario Regulation 374/10 (Supervised Alternative Learning and Other Excusals from Attendance at School).

SAL provides students who have significant difficulty with regular attendance at school with an alternative learning experience and an individualized plan known as the SAL Plan. Once the SAL Plan is approved by the SAL Hearing Committee, the student is excused from regular attendance at school but must meet the requirements of their SAL Plan.

A SAL Plan must be comprised of one or more of the following activities:
- Enrolment in a course
- Enrolment in a non-credit life skills
- Preparation for employment or development of general employment skills
- Full or part-time participation in the program
- Counseling
- Volunteering
- Any other activity with the potential to help the student achieve their goals

The SAL Plan must also include:
- The student's educational and personal goals.
- Credit bearing activities whenever possible.
- Name of Primary Contact person. The Primary Contact person must be a HWDSB employee (Student Success, Student Services, Social Worker)
- The manner by which the Primary Contact person will monitor the student's progress
- The Primary Contact person must have at least one direct contact with the student during each 30 day period.
- The contact must be reflected in the school register as a "PCS" code (Primary Contact for SAL)
- How the student will be assisted in transitioning from SAL back to a their home school, system program or any other pathway chosen by the student.

SAL Committee Hearing:
Regulation 374/10 requires SAL Committee Hearing to occur within twenty days of the referral to SAL being made. The Legislation allows for Boards to develop their own SAL Committee Hearing processes. As of January, 2012 students and parents/guardians were no longer required to attend the SAL Committee Hearing. Students and parent/guardians are to be invited and should they wish to attend, be provided with the date and location of the

meeting. Should the parents/guardians opt not to attend, the Committee can proceed with approving a SAL plan providing the parent/guardian and student sign the SAL Plan in advance.

As of January 2013, School Administrators will also no longer be required to attend the SAL Hearing Committee unless the parents/guardians and/or student are attending. A School Administrator will need to be available by cell phone in case questions come up at the Hearing that require additional information from the Administrator. The SAL Plan will have to be signed by a School Administrator prior to the SAL Hearing Committee Meeting.

Last year the SAL Hearing committee was comprised of Trustees Karen Turkstra (Chair of the SAL Committee), Lillian Orban, Alex Johnston, Judith Bishop, and Jessica Brennan. The community representatives were Lou Morris (Hamilton Children's Aid Society), Janet Nichol (Hamilton Children's Aid Society), Wendy Stewart (Contact Hamilton), Sari Meyerson (Catholic Family Services) and Shirley Glauser We also would like to thank our Trustees and community partners who participated on our Hearing Committee for their support and patience as we undertook these changes.

<u>Staffing Composition:</u>
All staff assigned to the SAL program are members of the System Alternative Education (SAE) team and as such report directly to the Principal and Vice-Principal of SAE.

The SAL team is comprised of the following:
- 1 Teacher in the SAL Transition Class at Vincent Massey
- 2 Teachers in SAL Outreach
- 1 Educational Assistant in the SAL Transition Class at Vincent Massey
- 1 Educational Assistant in SAL Outreach
- 1 Social Worker who works with students on a voluntary basis from both the Transition Class and the Outreach program

<u>Length of Term for SAL Plans</u>
All SAL Plans expire on or before June 30 of the current school year. The legislation states that the Principal must review the SAL Plan fifteen days prior to the end of the school year to determine if the SAL Plan should be extended for another year. To ensure compliance with the legislation and to assist in successful transitions back to the home school, transition meetings will occur at the home school for all students on SAL Plans prior to June 15 of that school year. During this meeting a decision will be made as to whether the student will remain on a SAL Plan for the upcoming year or transition back to the home school. If the student will continue on a SAL Plan for the next school year, they can be carried over for a second year on a SAL Plan. If the student has already been on a SAL Plan for two years, they will require approval from the SAL Hearing Committee to remain on a SAL Plan for a third year. If this is the case, System Alt Ed staff will provide the information to the Hearing Committee and present the student.

Section 2:   Profile of a Student in a SAL Program

a) Academic Profile
   The SAL program includes students with varied ability levels. The range in ability level includes students identified as MID (Mild Intellectual Disability) and those students whose pathway is University. Often the credit accumulation for SAL students is below 10 credits. Given that SAL students have not attended school regularly, often the students have reduced ability and learning gaps that are a result of poor school attendance.

b) Social-Emotional Profile
   Many of the students in the program suffer from anxiety and other mood related issues (e.g. depression) that interfere with their ability to attend school. The level of impairment experienced by the student can be quite

substantial. Many of the students involved in the SAL Program have been or are connected with services in the community. Those who are not are encouraged and supported to connect with the appropriate service. If the student is unwilling to access the service, staff continue to work with them in trying to overcome the barriers, both internal and external, that are blocking them from obtaining help.

a) Attendance History

The SAL program is for students who are chronic non-attenders. While schools have varied interventions that are considered and implemented, the common element for all SAL students is that they will not attend school. The non-attendance can be a relatively recent issue that has evolved or can be a pattern that has been present in the student's history for several years. Schools are encouraged to utilize their pyramid of interventions in trying to re-engage students back to their home school. It is always encouraged to work towards the student experiencing success in attending full time at their home school. Some of the interventions that have been considered by the home school include:

- Individualized and/or Reduced Timetable
- LRT support
- Student Success
- Team Meetings
- Social Work Involvement
- Work Experience/Coop
- In-School Alter Ed
- Community Agency Referrals

Section 3:   SAL Programs

Currently at HWDSB there are three types of SAL Plans available:
- ✓ In-School SAL Plans,
- ✓ SAL Transition Class, and
- ✓ SAL Outreach.

a) In-School SAL Plans

An In-School Plan occurs when the home school develops a learning plan with the student and their guardian that reduces the student's school beyond the legislated requirements. This can include the student attending only one or two classes as well as the student working on lesson plans at home and dropping them off at the school on a scheduled basis. Schools have been asked to be creative in trying to develop a plan that will work for the student. In –School SAL Plans are considered when the student wants to remain connected to their home school but has demonstrated that daily, full-time attendance is a challenge.

b) SAL Transition Class

The SAL Transition Class is located at Vincent Massey School. Students attending this program have a SAL Plan that requires them to attend a minimum of 350 minutes of instruction per week. Students who reach this threshold are considered full time students. The student can attend one class daily or stay longer on certain days to make up the required time. Students are encouraged to come to the class as often as possible.

c) SAL Outreach

The SAL Outreach program meets with students in various community locations across the District. Students are encouraged and supported in attending the pre-determined locations for instruction. The SAL Outreach teachers reach out to students who are unable to attend a more formal setting or to engage when other students are around. The staff encourage them to re-connect by gradually increasing attendance expectations.

Students in the SAL Outreach program average 1-3 hours per week of instruction. They are encouraged to attend more often and are free to attend any of the locations where the teacher and Educational Assistant (EA) may be

working from on a certain day. Students involved with the SAL Outreach Team are considered part-time students as they do not meet the time requirement (350 minutes of instruction per week) to be considered a full time student.

Our SAL programs are designed to be flexible in responding to student needs. Any student involved with SAL who wishes to have more instruction time provided to them is encouraged to either attend additional SAL Outreach locations or attend the Vincent Massey site.

Section 4: Intake Process

In some situations, it is evident that full time attendance at their home school is beyond what some student are capable of achieving at the current time. Once all efforts at the local school have been unsuccessful in supporting the student to attend, a SAL Plan should be considered.

In order for a SAL Plan to be brought before the Hearing Committee, the following steps should occur.

- The school team, including the school social worker have met with the student and their legal guardian to discuss whether a SAL Plan is the most appropriate option to continue or restart the students educational pathway.
- If the student and the legal guardian agree, the school team assess whether an In-School SAL Plan would be a viable option.
- If it is determined that an In-School SAL Plan will is not an option, then the school submits and application to the SAE Central Intake Committee.
- The SAE Central Intake Committee is comprised of the SAE Principal, Two SAE Vice-Principals, the Manager of Social Work, the SAE Social Worker, SAE Learning Resource Teacher, SAE Guidance Counselor and SAE Special Educational Consultant.
- The SAE Central Intake Committee views all SAL applications that are made for SAL Outreach and SAL Transition Class to determine if there is another program offered by HWDSB that should be considered prior to supporting a SAL application.
- If the SAE Central Intake Committee approves moving forward with the SAL Plan for either the Outreach Team or the Transition Class, the home school is notified and they prepare to present the SAL application and plan to the SAL Hearing Committee. The school team also arranges to get the student's and legal guardian's signature on the required paperwork as well to complete all required consents for service.
- The SAE Vice-Principal and the SAL Outreach Team and Transition Class team meet every Monday morning to review new applications and to plan how best to meet the students' needs.

Section 5:   Transition Process

During the school year, student progress in SAL is continually evaluated. Students who are ready to attend school on a more regular basis may be moved from SAL Outreach to the SAL Transition Class. Students in SAL Outreach or the SAL Transition Class can gradually increase the amount of time they attend their program and can also be placed in a System Alternative Education class that matches their student profile.

The semester break is a practical time for students ready to transition back to their home school or to another school in the HWDSB. The SAL Team provides schools with information regarding student progress in SAL to assist with programming for the student.

In May, the SAL Team meets with all schools to review the SAL students in Outreach and the Transition Class. Next steps for these students are then planned for the next school year. Possible steps include: return to home school or another HWDSB secondary school, placement in a System Alternative Education program, an extension of the SAL plan, transition to Community and Continuing Education, an introduction to the Prior Learning Assessment and Recognition (PLAR) process or employment.

Section 6:   Year in Review

   a) What We Did

Over the course of last year, several changes occurred within the administration and supervision of the Supervised Alternative Learning program. In efforts to better align, the SAL programming with System Alternative Education (SAE), the SAL Outreach Team and the SAL Transition class now report to the Principal of System Alternative Education and the Vice-Principal of SAE.

Another change that occurred regarding the SAL program involved the SAL Committee Hearings. In order to comply with the legislation that requires SAL meetings to occur within twenty days of receiving a SAL application, Hearing Committees were streamlined to allow us to process applications in a timely manner.

When the new SAL legislation was introduced in February 2011, a limit was placed on the number of years a student could participate on a SAL Plan. Given that all SAL Plans expire on June 30, of that school year, we decided to no longer accept students into the SAL Program from mid May onward. The rational was that the student would not have an opportunity to earn a credit over the final 6 weeks of the semester and that approving a student for a SAL Plan for this 6 week period, the student would lose a full year of SAL eligibility.

Last year the social worker assigned to the SAL Program worked directly with 76 students. This support is made available to the students on a voluntary basis. Support took many forms, such as individual work with the student, group work with a number of students and work with the students' families and other support services. The social worker also provided direct support to the program teachers and educational assistants.   In an attempt to make services more accessible to students, our social worker co-facilitated an anxiety treatment group out of the Vincent Massey site for 13 students who were diagnosed with anxiety. The students attending the group came for System Alt Ed, including SAL as well as from home schools. All students in the program showed demonstrated improvement in their level of functioning in post- testing.

b) Impact
The placement of the SAL program under the same administration as the System Alternative Learning Program has furthered the Board's goal of providing a continuum of alternative learning environments for students, ranging from full day alternative learning programs housed in composite secondary schools to outreach locations spread across the city. This continuum of service better allows us to reach students where they are on their educational pathway and provides a smoother transition for students from one program to another.

As a result of the streamlining of the Hearing Committee process, all students approved by the Committee complied with the time frames imposed by the Ministry. Previous to this past year, we rarely met the twenty day standard due to the volume of applications and were required to request extensions.

As no new referrals were accepted from mid May onward, the SAL Team was able to provide more extensive transition support for students ending their SAL Plan and transitioning back to their home school.

c) Next Steps

Starting in November 2013, all students being referred for a SAL Plan in System Alternative Education will be asked to complete The Brief Child and Family Phone Interview (BCFPI). The BCFPI questionnaire asks about common behavioural difficulties and emotional problems in children and youth. The questionnaire covers a wide range of strengths and difficulties and is available in three distinct versions that can be given to parents, teachers or youth. It is an evidence based screening tool that is used by many children's mental health service providers in the Hamilton area and can only be administered by the school social worker. It is hoped that this tool will assist in better identifying the social and emotional needs of the student as well as providing congregate data on the students on SAL Plans to assist in programming.

Appendix A: 2012-13 SAL Statistics

A:1   Total Students on SAL Plan delivered through System Alternative Education
(Outreach or Transitions) 2012/2013

	2010/2011	2011/2012	2012/2013	Variance from previous year
Male	80	110	83	-27
Female	<u>65</u>	<u>78</u>	<u>65</u>	<u>-13</u>
Total	146	188	148	-40*

*Variance is due to a decrease in the number of students admitted to SAL programs in May and June.

A:2   Total Students on SAL Plans Delivered through their School (In-School SAL)

	2011/2012	2012/2013	Variance from previous year
Total	21	33	+12

School Breakdown
(In-School SAL's in parentheses)

	2010/2011	2011/2012	2012/2013	Variance from previous year
Ancaster H.S.	0	5	3 (3)	-2 (+3)
Barton S.S.	3	5	5 (2)	0 (+2)
Delta S.S.	5	15 (3)	11 (11)	-4)+8)
Gateway E.P.	1	0		
Glendale S.S.	3	6	12	+6
Highland S.S.	1	5	4 (1)	-1 (+1)
Hill Park S.S.	19	16 (5)	8 (7)	-8 (+2)
James Street A.E.	1	0		
Mountain S.S.	2	7 (1)	4	-3 (-1)
Orchard Park S.S.	1	4	4	0
Parkside S.S.	5	2 (3)	1	-1 (-3)
Parkview S.S.	8	10	11	+1

Phoenix A.E.	1	0		
Saltfleet S.S.	3	6	4	-2
Sherwood S.S.	10	16	4	-12
Sir Allan MacNab S.S.	5	3	1	-2
Sir J.A. Macdonald S.S.	16	16 (1)	17 (1)	+1 (+3)
Sir W. Churchill S.S.	30	34 (2)	15 (3)	-19 (+1)
System Alt. Ed.	25	32	39 (1)	+7 (+1)
Waterdown S.S.	3	1	1	0
Westdale S.S.	1	0 (4)	0	0 (-4)
Westmount S.S.	3	3 (2)	4 (1)	0 (-1)
TOTAL:	**146**	**188 (21)**	**148 (33)**	**-40 (+12)**

A:3 Age Breakdown by School: 2012/2013

School (Gender/Age)	M17	F17	M16	F16	M15	F15	M14	F14	Total
Ancaster H.S.	1	1	1	0	0	0	0	0	3
Barton S.S.	1	1	2	1	0	0	0	0	5
Delta S.S.	3	2	0	3	3	0	0	0	11
Glendale S.S.	2	2	1	3	0	4	0	0	12
Highland S.S.	0	1	1	0	0	1	1	0	4
Hill Park S.S.	0	3	3	1	1	0	0	0	8
Mountain S.S.	1	1	1	0	0	1	0	0	4
Orchard Park S.S.	1	0	0	1	2	0	0	0	4
Parkside S.S.	0	0	0	0	1	0	0	0	1
Parkview S.S.	3	1	1	1	2	1	2	0	11
Saltfleet S.S.	0	2	1	0	1	0	0	0	4
Sherwood S.S.	2	0	0	0	1	0	0	1	4
Sir Allan MacNab S.S.	0	0	0	1	0	0	0	0	1
Sir J.A. Macdonald S.S.	4	1	2	2	2	3	1	1	16
Sir W. Churchill S.S.	7	0	1	1	4	4	1	0	15
System Alter. Ed.	14	8	2	7	4	4	1	0	40
Waterdown S.S.	0	0	1	0	0	0	0	0	1

Westdale S.S.	0	0	0	0	0	0	0	0	0
Westmount S.S.	2	0	0	2	0	0	0	0	4

A:4   Students In SAL Transition Class
2012/2013:   15

A:5   Students who were Engaged in a SAL Process 2012/2013

Students Returned to Home Schools (Transition Class students in parentheses)
2010/2011	2011/2012	2012/2013
29	52	18 (3)

NOTE: This data is now tracked differently resulting in a reduction in numbers. In previous years this captured students who returned to home school from the SAL Program but did not differentiate between those who returned successfully and those who returned but left school shortly after. This year's data captures student who successfully returned and who remained in their school with regular attendance.

Students Referred to System Alter Ed Programs
2010/2011	2011/2012	2012/2013
16	30	17 (7)

Students Returning to SAL Outreach
2010/2011	2011/2012	2012/2013
39	97	44 (1)

Students Referred to Community-Based Programs
Compass   (Lynwood Charlton Centre –Children's' Mental Health Program) :   1
Referrals were made to other community supports such as the Intensive Mental Health Student Support Program (IMHSS) at Lynwood-Charlton Centre however we did not track this data. This will be tracked in 2013-14.
Students Attending CCE
2012/2013:   16(1)

Students Who Have Exited from HWDSB
2010/2011	2011/2012	2012/2013
4	27	53 (3)

Students exit HWDSB for a number of destinations, including leaving Hamilton, attending other school boards, employment etc. Given the large number of 17 year old students in the SAL program, many leave school to seek employment when they turn 18 years of age.

Appendix G

Collaborate with Secondary Schools
To Support Student Achievement

G.1	Adult Day School
G.2	eLearning
G.3	Night School
G.4	International Language Credit Program
G.5	Independent Study
G.6	Summer School
G.7	CCE Credit Totals
G.8	Work For Credit Program (CCE)
G.9	UTurn (CCE)
G.10	Remedial Programs Supporting Achievement (CCE)
G.11	STEP

G.1   Adult Day School

Adult Day School is a full or part-time high school program designed for adults who wish to pursue their Ontario Secondary School Diploma.

Session	Credits Earned	Change (1 year)
2008-2009	1275	
2009-2010	1368	+7%
2010-2011	1754	+28%
2011-2012	1717	- 2%
2012-2013	2189	+27%

> The "Advantage" specialty day school program for English Language learners is offered at Sir John A. Macdonald S.S. and provides a combined in-class and Co-op program. In 2012-13, 46 credits were completed through the Advantage Program and 8 students graduated.

> An HWDSB/Ministry of Education pilot program was started at Prince of Wales Elementary School in the Spring of 2013. This program allows parents of Prince of Wales students the opportunity to re-engage in education themselves with the convenience of attending classes within their child's school. Participants work on one credit per session and attend on a part-time basis for six week sessions. 13 credits were earned in the first session. This program is expanding for the 2013-14 school year with three sessions offered.

G.2   eLearning

eLearning is a method through which secondary school credit courses are delivered online. Individuals seeking to earn high school credits can register in any of our teacher-facilitated online courses.

Session	Credits Earned	Change (1 year)
2008-2009	441	
2009-2010	810	+84%
2010-2011	1620.5	+100%
2011-2012	1036.5	- 36%
2012-2013	770.5	-26%

G.3   Night School

Adult students not attending Day School must provide their transcript for proof of pre-requisites before attending Night School. Day School students must secure authorization by their Principal or designate through a letter or registration form.

Session	Credits Earned	Change (1 year)
2009-2010	279	
2010-2011	170	-39%
2011-2012	180	+6%
2012-2013	214	+19%

G.4 International Language Credit Program

This Program provides opportunities to learn a language and earn a credit. Day School students may begin the study of an international language in any grade of secondary school. Secondary school students need a Letter of Permission from their Principal to take part in the program. 2012-2013 included 34 Somali credits earned, 27 Korean credits earned, 41 Mandarin credits earned, 42 Polish credits earned, 28 German credits earned and 31 Arabic credits earned.

G.5 Independent Study

This is a program for adult students who can study independently at their own pace. Teacher support is offered Tuesday and Thursday evenings at Red Hill for students in this program. Support for secondary students is available with written permission from the day school.

Session	Lessons Marked	Credits Earned	Change (1 year)
2010-2011	21 614	777.5	
2011-2012	26 404	939	+20%
2012-2013	29 246	1 077.5	+15%

G.6 Summer School

Summer Credit programs consist of New Credit and Upgrade Credit courses.

Session	Credits Earned	Change (1 year)
Summer 2010	2043	
Summer 2011	1467.5	-28%
Summer 2012	1544.5	+ 5%
Summer 2013	1259	-18%

Summer Co-op (CCE)

Co-op: regular, YMCA, Ontario Provincial Service and Focus on Youth

Session	Credits Earned	Change (1 year)
Summer 2010	153	
Summer 2011	256	+67%
Summer 2012	145	-43%
Summer 2013	101	-40%

G.7   CCE Credit Totals

Session	Credits Earned
2011-2012	6485
2012-2013	6720

G.8   Work For Credit Program (CCE)

This program is offered on a continuous enrolment basis and is available to students:
- ✓ Over 21 years of age
- ✓ That need 4 credits or less
- ✓ Are employed full time

Students must attend pre-placement in-class sessions. Students must ALSO attend Health & Safety Training, WHMIS Training.

Session	Credits Earned	Change (1 year)
2008-2009	211	
2009-2010	212	0%
2010-2011	205	-3%
2011-2012	197	-4%
2012-2013	148	-25%

G.9   U-Turn (CCE)

U-Turn is an adult part-time high school program for adults to earn their Grade 10 equivalency. It is designed for adults who have very few or no high school credits. Students study curriculum and learn study skills in preparation for writing up to 4 Assessment Tests in English, Mathematics, Science, History and Geography. Successful completion of the Assessment Tests will grant students up to 16 Grade 9 and 10 credits. Students will also complete a senior level credit – GLN4O. Students could achieve up to 17 credits at the end of the program, with only 13 more credits needed to achieve an Ontario Secondary School Diploma (OSSD).
Note: We now measure credits earned as the benchmark instead of enrollment.

Session	Credits Earned
2010-2011	290
2011-2012	197
2012-2013	151

G.10   Remedial Programs Supporting Achievement (CCE)

Student Improvement classes are offered to provide extra support for students in the areas of literacy, math and homework.   Programs are offered after school (Sept-June) or strategically in July (first two weeks for Grade 7 & 8 students) and August (mid August for two weeks for students entering Grade 9 -STEP). Programs are expected to increase students' academic performance and learning opportunities.   The program is modular, containing 10 sessions, 1 hour or 1.5 hours in length, which can be offered in blocks of time.

Program	Number of Students	
	2011-2012	2012-2013
After School Grade 7 and 8 Literacy and Numeracy	273	47
After School Grade 9 and 10 Literacy and Numeracy	253	650
Summer 2012 Grade 7 and 8 Literacy and Numeracy	516	168
Westmount Summer 2012 Remediation	155	133

G.11   STEP
This is a non-credit granting program that supports the student transition to Grade 9. As interest in credit granting Reach Ahead courses continues to grow, interest in STEP is declining. Further, as schools increase their focus on transition planning for students the need for a "stand alone" program isn't as great.

Session	Students Enrolled	Change (1 year)
2008-2009	318	
2009-2010	367	+13%
2010-2011	284	- 23%
2011-2012	255	- 10%
2012-2013	137	-46%