

# HWDSB

## Program Committee

Monday, January 22, 2018

Room 340-D

Hamilton-Wentworth District School Board

20 Education Court, P.O. Box 2558

Hamilton, ON L8N 3L1

### AGENDA: 5:30 pm

1. Call to Order
2. Approval of the Agenda
3. Update: Student Learning & Achievement Report
4. Update: French Immersion Grade One Application Process
5. Adjournment

**curiosity • creativity • possibility**



## EXECUTIVE REPORT TO PROGRAM COMMITTEE

**TO: PROGRAM COMMITTEE**

**FROM: Manny Figueiredo, Director of Education**

**DATE: January 22<sup>nd</sup>, 2018**

**PREPARED Peter Sovran, Associate Director, Learning Services**

**BY: Bill Torrens, Superintendent of Student Achievement: Program**

**RE: Student Learning and Achievement Update**

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### **Rationale/Benefits:**

The following report provides an update on the [November 16<sup>th</sup>, 2017 HWDSB Annual Plan Report for Student Learning and Achievement](#), based on student achievement data collected as of December 20<sup>th</sup>, 2017.

### **Background:**

HWDSB's Board of Trustees have approved new Strategic Directions for 2016-20 with five priorities, which includes a Student Learning and Achievement priority. Within that priority, staff has developed an Annual Plan for 2017-18 with three key goals:

- 1) All students reading by the end of grade one;
- 2) Improvement in Mathematics; and
- 3) All Students Graduating.

For each goal, staff's actions are focused through three strategies outlined below:

#### **Goal #1: All students reading by the end of Grade 1:**

- Review and implement the Early Reading Strategy;
- Intensive focus on early reading in High Priority Schools;
- Implement effective comprehensive literacy practices and interventions through the continuous learning and improvement process.

#### **Goal #2: Improvement in Mathematics:**

- Review and implement the Renewed Math Strategy (RMS);
- Intensive focus on mathematics in High Priority Schools;
- Implement effective comprehensive mathematics practices and interventions through the continuous learning and improvement process.

#### **Goal #3: All Students Graduating:**

- Refine our measures of students' progress towards graduation over time;
- Identify, monitor and provide differentiated support for in-risk students;
- Implement effective instructional practices and interventions through the continuous learning and improvement process.

### **Progress Summary**

The following chart provides a summary of progress towards the three annual goals.

<b>Goal</b>	<b>Target</b>	<b>Progress based on available data</b>	<b>Status</b>
All Students Reading by the end of Grade One	75% of students will read at the provincial standard	On Track <ul style="list-style-type: none"> <li>68.4% of Grade One students were progressing well or very well in Language on the Fall Progress Report.</li> </ul>	<ul style="list-style-type: none"> <li>Typically, student achievement increases from progress reports to the June report card by more than 5%; therefore, it is expected that trend will move us to 75%.</li> <li>The Reading Specialists are supporting educators in implementing effective instructional practices and supporting students with their reading attainment by providing interventions for students not yet at provincial standard.</li> </ul>
Improvement in Mathematics	65% will reach the provincial standard as measured by Grade 3, 6 and 9 EQAO	On Track <ul style="list-style-type: none"> <li>85.9% of Grade Three students were progressing well or very well on the Fall Progress Report.</li> <li>86.9% of Grade Six students were progressing well or very well on the Fall Progress Report.</li> <li>54% of Grade Nine students in Applied Mathematics and 70% in Academic Mathematics met the provincial standard on their mid-term report card.</li> </ul>	<ul style="list-style-type: none"> <li>The grade three and six achievement levels for students at or above the provincial standard are above the term one reporting data from the 2016-17 academic year where 78.6% and 77.5% of students attained the provincial standard or above; therefore, it is expected that we are on track for this target.</li> <li>Interventions to support students working below the provincial standard occur at the classroom level through differentiated programming.</li> <li>Math Facilitator support is focused on building capacity in effective math instruction in High Priority schools identified as having “Intense” needs by the Ministry of Education.</li> <li>The Program Department is implementing the Renewed Math Strategy by supporting professional learning at the system level on identifying and addressing student learning needs.</li> </ul>

All Students Graduating	83% of the 2012-2013 cohort will graduate within 5 years	<p>On Track</p> <ul style="list-style-type: none"> <li>• 72.2 % of the cohort have already graduated.</li> <li>• 260 year five students (57% of our active year five students) are in a strong position to graduate with more than 23 credits. Of that group: <ul style="list-style-type: none"> <li>○ 80 need only their 30 credits;</li> <li>○ 11 only need their community hours;</li> <li>○ 42 are in Community and Continuing Education (CCE), Corrections, Care and Treatment (CTC) or Alternative Education programs from a total of 134 students in those programs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 72.2 % having already graduated is 2% above last year's percentage and this year's goal. The HWDSB trend is to improve on that number by 8-9% by the end of the fifth year. With continued refinement of our measures and SOSA tracking of school-level strategies to attain graduation for the five cohort, we expect 72.2% to rise to 83%.</li> <li>• School level strategies include: <ul style="list-style-type: none"> <li>○ Scheduling students into the Ontario Secondary School Literacy Course to attain their OSSLT;</li> <li>○ Timetabling students to ensure graduation requirements are met;</li> <li>○ Creating opportunities for community hours to be attained.</li> </ul> </li> </ul>
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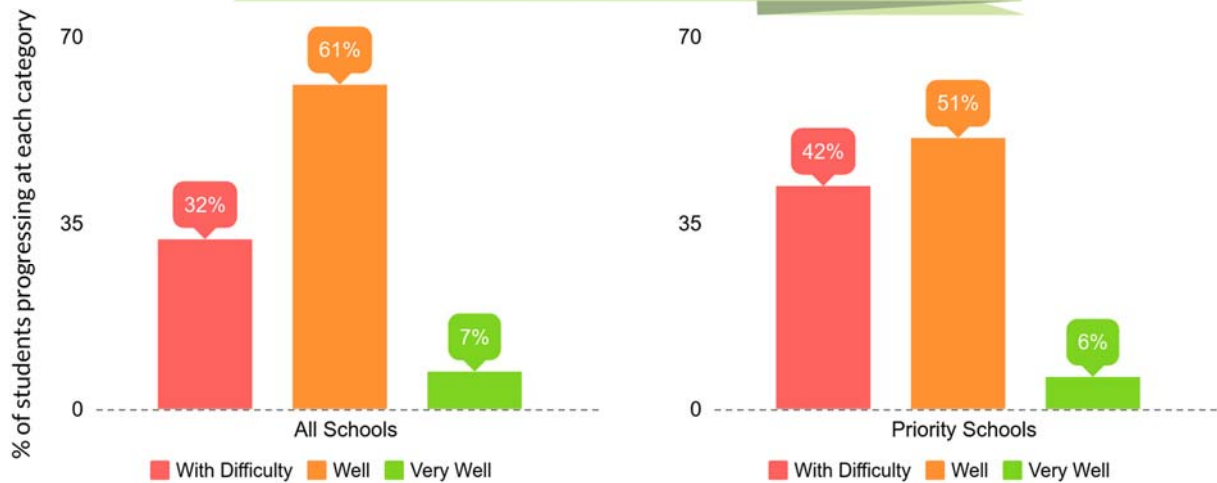
**Notes:**

- “On Track” refers to the best estimation of progress towards the annual plan target based on the available data and the work occurring at the school and system levels to identify and address achievement gaps where students are not meeting the provincial standard;
- “Progressing With Difficulty” on a progress report usually aligns with below provincial standard on the provincial report card;
- The annual plan targets for Mathematics will be measured by EQAO achievement and not report card grades; therefore, report card grades are a proxy measure. However, the HWDSB trend is for report card marks to be higher than EQAO results.

The following report includes data visuals: **Appendix One: Grade One Reading Update, Appendix Two: Improvement in Mathematics Update, Appendix Three: All Student Graduating Update**

**Appendix One: ALL STUDENTS READING BY THE END OF GRADE ONE**

TARGET: At least 75 per cent of Grade 1 students achieving a B (provincial standard) or higher on their June 2018 report card.

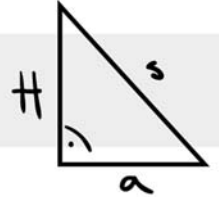
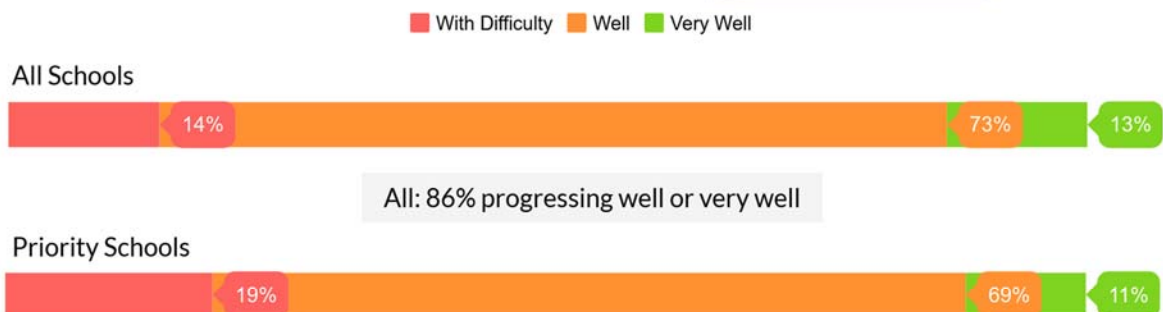
**2017-18 Grade 1 Language at Progress Report**

All: 68% progressing well or very well

Priority: 57% progressing well or very well

**Appendix Two: ALL STUDENTS IMPROVING IN MATHEMATICS**

TARGET: At least 65 per cent of students achieving at or above provincial standard as measured by 2017-18 EQAO (total number of students in grades 3, 6 and 9).

**2017-18 Grade 3 Mathematics at Progress Report**

All: 86% progressing well or very well

Priority: 80% progressing well or very well

Categorization into "With Difficulty", "Well" and "Very Well" is based on the professional judgment of teachers regarding the progress students are making towards achievement of the curriculum expectations for each subject/strand.

## 2017-18 Grade 6 Mathematics at Progress Report

With Difficulty Well Very Well

All Schools



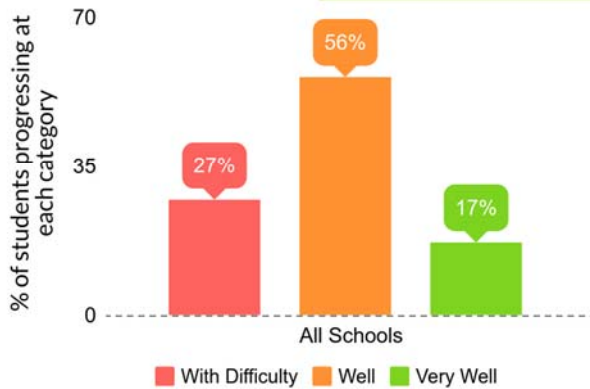
All: 87% progressing well or very well

Priority Schools

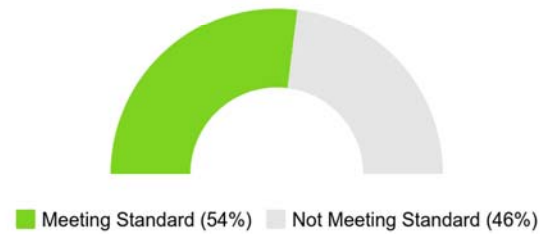


Priority: 84% progressing well or very well

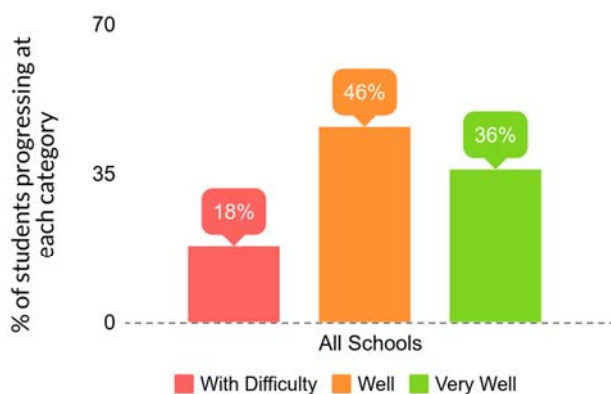
## 2017-18 Grade 9 Mathematics



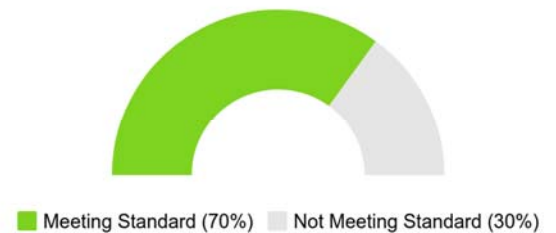
Applied: 73% progressing well or very well



Applied: 54% met standard at mid-term report



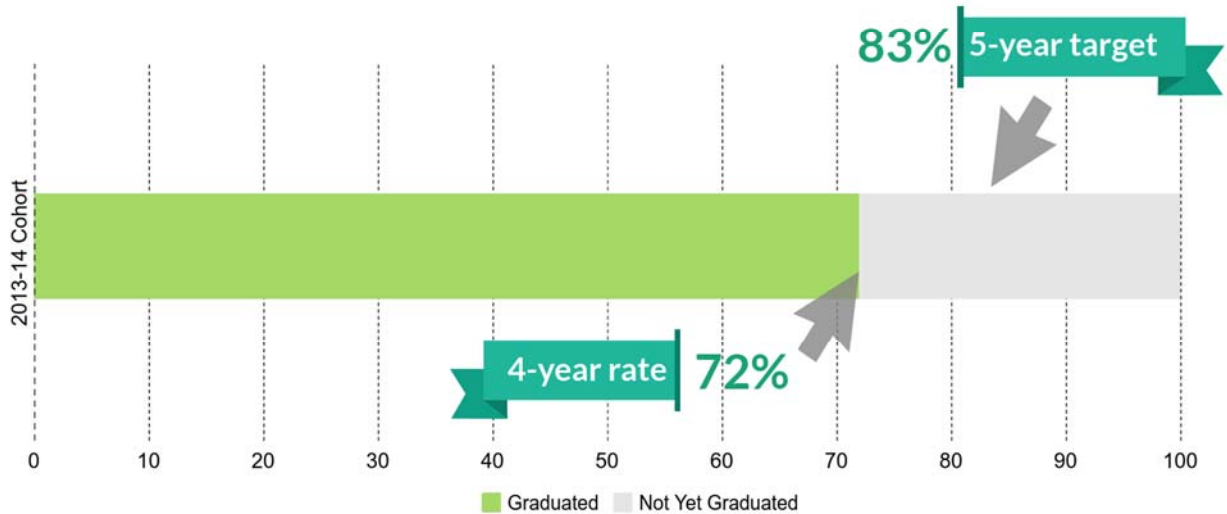
Academic: 82% progressing well or very well



Academic: 70% met standard at mid-term report

**Appendix Three: ALL STUDENTS GRADUATING**

**TARGET:** At least 83 per cent of the 2013/14 cohort (staying in HWDSB) will graduate within five years (by August 2018).



72% of the 2013-14 cohort have already graduated within four years.



## EXECUTIVE REPORT TO PROGRAM COMMITTEE

**TO:** PROGRAM COMMITTEE

**FROM:** Manny Figueiredo, Director of Education

**DATE:** January 22<sup>nd</sup>, 2018

**PREPARED BY:** Peter Sovran, Associate Director, Learning Services  
Bill Torrens, Superintendent of Student Achievement: Program

**RE:** French Immersion Grade One Application Process

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### **Rationale/Benefits:**

The following report provides an update on the new French Immersion Grade One Application Process.

### **Background:**

On November 21<sup>st</sup>, 2016, the HWDSB Board approved the **Elementary Program Strategy Report** and the **French Immersion: Accommodation Strategy Report (Application Process)**. The purpose of the French Immersion Accommodation Strategy is to manage accommodation pressures while providing access to French Immersion programming for all interested families with children entering grade one.

### **Implementation:**

The Grade One Application Process was implemented in the Fall of 2017 through:

- A communication strategy that included:
  - A hard copy letter for each HWDSB SK parent outlining the application process,
  - A press release and advertisement in the Hamilton Spectator and social media postings,
  - Emails to parents via school mail lists,
  - Multiple synervoice reminders,
  - Five parent information nights.
- An on-line application at [www.hwdsb.on.ca/fi](http://www.hwdsb.on.ca/fi) to collect all applications to a central database;
- An application period of October 20<sup>th</sup> to November 30<sup>th</sup>, 2017;
- A commitment to communicate placement offers to parent and caregivers on Friday, December 15<sup>th</sup>, 2017 with parents needing to respond by January 15<sup>th</sup>, 2018;
- A postponement of placement offers to parents of students impacted by the East Hamilton-Lower Stoney Creek French Immersion Boundary Review until December 19<sup>th</sup>, 2017 to provide a placement in accordance to the outcome of the boundary review;
- The verification of applications via PowerSchool.

### **Key Messages Communicated to Parents:**

Key messages communicated to parents via the [www.hwdsb.on.ca/fi](http://www.hwdsb.on.ca/fi) website and during parent information nights included:

- HWDSB is committing to offering a place to every student whose parent choses FI but does not guarantee where that place may be located;
- Criteria for placement offers includes: siblings, students living in the FI catchment, and creating a K-8 balance of French and English track enrollments;



- Students may be re-directed to another school if there is not enough space and transportation will be provided as per the HWDSB Transportation Policy (i.e. is not provided for out-of-catchment);
- Late applicants will be accepted but there is no transportation provided if re-directed and no guarantee of placement in the home FI school.

### **Acceptance Process:**

577 applications were received between October 20<sup>th</sup> and November 30<sup>th</sup>, 2017. All applicants were offered a place in their home French Immersion School. The availability of space at each French Immersion site meant that there was no need to re-direct the families who applied on-time.

The 577 applications is above our enrollment average for the past 6 years of 535 students, but less than the 2017-2018 enrollment number for French Immersion, 615 students.

Staff analyzed enrollments and have deployed 29 grade one classrooms and 3 grade one-two combined classrooms for 2018-2019. In 2016-2017, we deployed 27 grade one classrooms and 7 grade one-two combined classrooms. However, the opening of new French Immersion programs at Bennetto and Parkdale accounts for 4 of the 2018-2019 classrooms.

For applications and acceptances, plus classroom deployments, by school, please see ***Appendix A: 2018-2019 Grade One French Immersion Classroom Deployment.***

### **Next Steps**

Applications continue to be accepted but no further classrooms will be deployed, unless there are no available French Immersion spaces across the system for families that wish to have their grade one student attend the program. There are currently in excess of 150 open spaces across the system for late applicants or families who have moved into the HWDSB.

Late applicants who applied after November 30<sup>th</sup>, 2017, were offered placements after January 15<sup>th</sup>, 2018. As late applications continue to be received, placements will be offered on a monthly basis thereafter, based on the date the application was received and available space. The [www.hwdsb.on.ca/fi](http://www.hwdsb.on.ca/fi) site will communicate which schools are closed due to capacity. Currently, Earl Kitchener and Cootes Paradise are at capacity.

Families within the Eastdale and Parkdale English catchments have been offered an opportunity to apply for French Immersion within these schools from January 15<sup>th</sup> to January 30<sup>th</sup> 2018 as a result of the East Hamilton-Lower Stoney Creek French Immersion Boundary Review.

A wait-list will be maintained for families who decline a re-direction to an out-of-catchment French Immersion school. If spaces open prior to September 30<sup>th</sup>, 2018, they will be offered to the families on the wait-list.

All elementary French Immersion schools continue to be closed to out-of-catchment, outside of the redirection of students due to capacity issues.

**Appendix One: 2018-2019 Grade One French Immersion Classroom Deployment (as of January 15<sup>th</sup>, 2018)**

<b>School</b>	<b>Grade 1 FI Students</b>	<b>Classrooms Deployed</b>	<b>Spaces Available</b>
<b>Eastdale (Green Acres)</b>	12	1 class	11
<b>Lawfield</b>	51	3 classes	18
<b>Norwood Park</b>	79	4 Gr.1 and a 1-2 combined class	24
<b>Parkdale</b>	17	2 classes	29
<b>Ecole Élémentaire Michael Jean</b>	35	2 Gr.1 and a 1-2 combined class	23
<b>A.M. Cunningham</b>	58	3 classes	11
<b>Bennetto</b>	16	2 classes	30
<b>Cootes Paradise</b>	46	2 classes	0
<b>Earl Kitchener</b>	61	3 classes	0
<b>Guy Brown</b>	30	1 Gr.1 and a 1-2 combined class	6
<b>Mary Hopkins</b>	35	2 classes	11
<b>Dundana</b>	33	2 classes	13
<b>Fessenden</b>	37	2 classes	09