

TORONTO CATHOLIC DISTRICT SCHOOL BOARD SPECIAL MEETING Public Session

AGENDA March 18, 2019

Maria Rizzo, Chair
Trustee Ward 5

Michael Del Grande, Vice Chair
Trustee Ward 7

Nancy Crawford
Trustee Ward 12

Frank D'Amico
Trustee Ward 6

Markus de Domenico
Trustee Ward 2

Daniel Di Giorgio
Trustee Ward 10

Taylor Dallin
Student Trustee

Norman Di Pasquale
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Angela Kennedy
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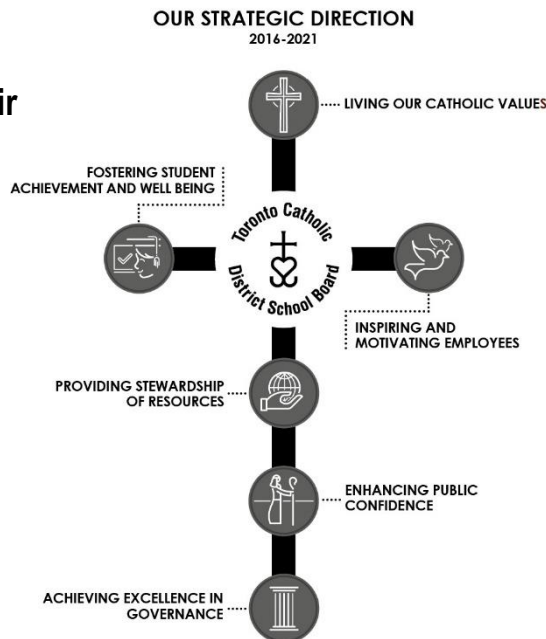
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Joseph Martino
Trustee Ward 1

Garry Tanuan
Trustee Ward 8

Joel Ndongmi
Student Trustee



MISSION

*The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.
We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.*

VISION

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293
Assistant Recording Secretary: Sonia Tomaz, 416-222-8282 Ext. 2298

Rory McGuckin
Director of Education

Maria Rizzo
Chair of the Board

OUR MISSION

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AGENDA SPECIAL MEETING OF THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD PUBLIC SESSION

Maria Rizzo, Chair

Michael Del Grande, Vice-Chair

Monday, March 18, 2019

7:00 P.M.

Pages

1. Call to Order
2. Memorials and Opening Prayer
3. Singing of O Canada A Capella
4. Roll Call & Apologies
5. Approval of the Agenda
6. Reports from Private Session
7. Notices of Motions
8. Declarations of Interest
9. Approval and Signing of Minutes of the Previous Meeting - Nil
10. Presentations
 - 10.a Presentation from Linda Maselli-Jackman, Superintendent of Special Services, and Paul De Cock, Comptroller for Business Services & Finance, regarding Accountability Framework and Special

Education Budget

- 10.b Presentation from Sandra Mastronardi, representative for Autism Ontario and member of the Special Education Advisory Committee (SEAC), regarding Accountability Framework for Special Education (AFSE)**

11. Delegations

- 11.a Tyler Munro, representative for Integrated Action for Inclusion and member of the Special Education Advisory Committee (SEAC), regarding Accountability Framework**

1 - 2

12. Consideration of Motions for which previous notice has been given

13. Unfinished Business from Previous Meetings

14. Matters referred/deferred from Committees/Board

From February 7, 2019 Student Achievement and Well Being, Catholic Education and Human Resources Committee Meeting

- 14.a Accountability Framework for Special Education 2018-19 (Information)**

3 - 69

Received and that a further meeting be held to discuss this Item.

15. Reports For Information

16. Reports of Officials Requiring Action of the Board of Trustees

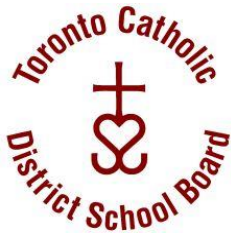
17. Listing of Communications

18. Inquiries and Miscellaneous

19. Updating of Pending Items List

20. Closing Prayer

21. Adjournment



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

**PLEASE BE ADVISED THAT ALL STANDING
COMMITTEE MEETINGS ARE BEING RECORDED**

For Board Use
Only

Delegation No. _____

☐ Public Session
☐ Private Session
☐ Three (3)
 Minutes

Name	Tyler Munro
Committee	Regular / Special Board
Date of Presentation	3/18/2019
Topic of Presentation	Accountability Framework
Topic or Issue	Lack of Inclusion Safes Schools SMART goals Post secondary Measures (if time permits)
Details	Inclusion: There are no measures within the AFSE that meet or address the boards Mission statement for Inclusion. Safe Schools: Currently Special needs student represent a disproportionately large number of students Suspended and Exclusion. SMART goals: The AFSE report lacks SMART goals throughout the AFSE. Post Secondary: The measure of success of the AFSE and all board services in general is post secondary pathways. The data is not collected.
Action Requested	An overhaul of the AFSE addressing the issues of Inclusion, Safe Schools and SMART goals. Effective reporting on success within the AFSE goals, against the boards Inclusive mission statement and post secondary outcomes.
I am here as a delegate to speak only on my own behalf	{ 1) I am here as a delegation to speak only on my own behalf }
I am an official representative of the Catholic School Parent Committee (CSPC)	

I am an official representative of student government	
I am here as a spokesperson for another group or organization	Yes SEAC, Integrated Action for Inclusion
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T.14.	I Agree
Submittal Date	3/6/2019



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

ACCOUNTABILITY FRAMEWORK FOR SPECIAL EDUCATION 2018-19

"But by the Grace of God I am what I am...I worked harder than any of them – though it was not I, but the Grace of God that is with me (1 Cor 15:10)"

Created, Draft	First Tabling	Review
December 17, 2018	February 7, 2019	Click here to enter a date.
Linda Maselli-Jackman, Superintendent of Education, Special Services Marina Vanayan, Senior Co-ordinator, Educational Research Vanessa Cocco, Chief of Social Work Don Reid, Principal, Care and Treatment Programs Andrea Coke, Chief of Speech and Language Dr. Joseph Mirabella, Chief of Psychology Rachelina Macchia, Chief of IPRC and Assessments Peter Stachiw, Chief of Autism John Wilhelm, Acting Chief of Mental Health/Marie-Josée Gendron, Chief of Mental Health		
INFORMATION REPORT		

Vision:

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Mission:

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Rory McGuckin

Director of Education

D. Koenig

Associate Director
of Academic Affairs

T. Robins

Acting Associate Director
of Planning and Facilities

L. Noronha

Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

An accountability framework was established for the annual review of Special Education programs and services in order that student achievement and well-being be reported and that programs and services could be continually renewed and improved. This report is composed of the following sections and addresses 2017-18 student achievement outcomes:

Part A - Reporting on the ongoing work of the accountability framework committees as listed below:

- a. Autism
- b. Behaviour
- c. Blind/Low Vision (BLV)
- d. Deaf/ Hard of Hearing (DHH)
- e. Gifted
- f. Language Impairment (LI)
- g. Learning Disability (LD)
- h. Mild Intellectual Disability (MID)
- i. Multiple Exceptionalities/Developmental Delays (ME/DD)

Part B - Reporting on Safe Schools information

Part C - Overview of student achievement for students with special needs

Part D - Reporting on EQAO overall achievement by students with Special Education needs and by Exceptionality where feasible/appropriate.

Part E - Update on implementation of specific Special Education Programs

The cumulative staff time required to prepare this report was 100 hours.

B. PURPOSE

1. This report is an annual standing report on the rolling calendar for the Student Achievement Committee. The previous report (for 2016-17) was presented to the Board of Trustees on March 1, 2018.
2. This report provides an overview of the EQAO achievement of students

of the TCDSB and in the province for 2017-18; a high-level overview of the EQAO achievement of students with Special Education needs, using year-over-year comparisons; an outline of the work of the Accountability Framework Committees for the various exceptionalities; and an update on specific program implementation.

C. BACKGROUND

1. As of 2010, the TCDSB began to measure student achievement of Special Education students on an annual basis through the establishment of an Accountability Framework for Special Education (AFSE).
2. The purpose of the Accountability Framework has been to conduct an annual review of Special Education services and programs through the lens of student achievement. As such, programs and services are reviewed for effectiveness to ensure continued improvement across the different exceptionalities.
3. The Accountability Framework for Special Education, as applied to each of the Ministry-recognized exceptionalities and placements, consists of two distinct parts: a **descriptive overview** of the department's program *and* a corresponding **measure or goal for improvement**. The goals are an integral part of the TCDSB Board Learning Improvement Plan and, along with the program description, they can be found on the TCDSB public website.
4. The work of the Accountability Framework Committee is shared through the context of each exceptionality's goal-setting and their analysis of student achievement results.
5. An analysis on student achievement by exceptionality is provided where appropriate.
6. Students with a *Not Applicable* (N/A) designation have an Individual Education Plan and require Special Education services but have not been formally identified with an exceptionality, either because they do not qualify for one, or because they are in queue for testing to determine qualification for identification with an exceptionality.

7. This report examines the EQAO results for students with Special Education support and their achievement results, along with trends over the last three years where possible.
8. Students who are deferred from any EQAO administration are generally those with Special Education needs that preclude them from achieving meaningful results, or from being fairly assessed due to their exceptionality, on this standardized assessment.
9. The Accountability Framework committees set and implement strategies that are exceptionality-specific with the intent of improving student outcomes through the listed goals and strategies.

D. EVIDENCE/RESEARCH/ANALYSIS

Understanding the scope of students served by the Special Services department is paramount to understanding the diversity of student needs being addressed. Below is a chart for 2018-19 identifying students by their predominant exceptionality. It is important to note that a number of students have more than one exceptionality.

Special Education Needs (based on predominant exceptionality)	Number of Students	Percent (%) of Total Group
Autism	1,789	11.53
Behaviour	161	1.04
Blind and Low Vision	12	0.08
Deaf and Hard-of-Hearing	89	0.57
Developmental Disability	124	0.80
Giftedness	1,932	12.45
Language Impairment	796	5.13
Learning Disability	2,199	14.17
Mild Intellectual Disability	298	1.92
Multiple Exceptionalities	167	1.08
Not Applicable	7,873	50.74
Physical Disability	73	0.47
Speech Impairment	2	0.01
Grand Total	15,515	100.00

2018-19 As of 22 Nov '18

Part A: Accountability Framework for Special Education (AFSE) Committees

1. Each AFSE (Accountability Framework for Special Education) Committee meets several times a year to review established goals and strategies for their implementation over the current year.
2. The following section highlights of the work of each committee for the 2017-18 school year and/or some of the findings by exceptionality. It will also indicate goals and intended outcomes for 2018-19.
3. Please refer also to the corresponding Appendices A to I
4. The scope and breadth of the work of the various AFSE committees depends upon the number of students with the identified exceptionality and the intended impact on student achievement by the committees' goals and intervention strategies.

a) Autism (Appendix A)

Goal for 2017-18: To facilitate an increase in the number of students able to identify and use strategies to address their emotions to demonstrate overall improvement in self-regulation.

Progress towards Achievement of Goal: **On Target** From the results of the data collected for the 2017/18 goal it was determined that the goal has been met as more students in the PAST program were able to identify their emotions independently, identify a reason for their emotion and identify a strategy addressing the emotion.

Outcomes for 2017-18: positives achieved were an increase of students who were able to:

- identify their feelings independently from the pre-test of 55% to 82% in the post-test.
- describe a reason why they were feeling a certain emotion without assistance improved from 41% to 66%.

- identify one strategy without assistance to address the emotion improved from 35% to 53%.

Goal for 2018-19:

For 2018/19 we are continuing the students from year 1, currently in year 2 of the PAST program. Using the Zones of Regulation, by the end of the school year, more students in the PAST program will be able to identify which zone they are in independently, identify a reason why they are in that zone and identify a strategy to help move forward towards the green zone.

b) Behaviour (Appendix B)

Goal for 2017-18: To increase the capacity of students' social/emotional prerequisite skills for learning Reading, Writing and Mathematics through the development of social skills, self-esteem, self-advocacy and self-regulations skills.

Progress towards Achievement of Goal: **On Target** The goal to increase the capacity of student's social/emotional prerequisite skills for learning Reading, Writing and Mathematics through the development of social skills, self-esteem, self-advocacy and self-regulation skills is on target. Significant anecdotal evidence from teachers and support staff indicates their witness of students using their *Stop Now and Plan* (SNAP) skills to navigate challenging moments. Staff continue to reinforce those skills and work as part of an inter-disciplinary team to ensure that students in the Behavior programs feel valued, encouraged and inspired to learn.

Outcomes for 2017-18:

- Delivered the *Stop Now and Plan* (SNAP) evidence-based behavioural model that provides a framework for teaching children struggling with behaviour issues effective emotional regulation, self-control and problem-solving skills in each Behavioural ISP
- Designated in-services were provided to both ISP Behaviour Teachers and Child & Youth Workers which focused on training, monitoring and evaluation of the SNAP program

- Learning opportunities were provided regarding classroom management, self-regulation, building positive rapport and increasing collaborative activities during unstructured times such as recess
- A Professional Learning Network was fostered through on-going e-mail communications amongst Behaviour ISP Teachers, CYWs and the Behaviour ISP Assessment and Programming Teacher

Goal for 2018-19: Increase the capacity of classroom teachers and educational assistants to support the integration of students registered in a Behavioural ISP and/or support the self-regulation of students registered in a “regular” elementary (or secondary) classroom setting.

Intended Outcomes for 2018-19: Prior to the completion of the 2018/19 school year, “regular” classroom teachers and educational assistants will have increased opportunities to obtain evidence-based knowledge and to develop strategies which support the self-regulation of students.

c) Blind and Low Vision (B/LV) (Appendix C)

Goal for 2017-18: Regular classroom teachers and other school personnel who support learners with vision loss will engage in targeted professional learning to ensure student success in the inclusive classroom.

Progress towards Achievement of Goal: **Monitor** The B/LV Accountability Framework continues to monitor its 2017-2018 goal to review and analyse results from the 2016/17 collection of data in support of B/LV initiatives. These include: Opportunities to observe specific instructional strategies employed by Vision Program personnel, modelling of disability-specific teaching strategies by Vision Program personnel, provision of accommodated materials (i.e., braille, tactile diagrams, enlarged print, digital formats) for classroom teachers, and training and support on the use of assistive technology. Based on the data collection, areas of focus/next steps will include identifying students from all three tiers of support to track the effectiveness of the strategies over two years and provide staff supporting students at all three tier levels with appropriate resources to effectively achieve satisfactory academic performance within this exceptionality.

Outcomes for 2017-18:

- Classroom teachers were able to deliver the regular curriculum with accommodations for the learner who is visually impaired.
- Classroom teachers and school personnel were more confident and comfortable interacting with a student who is visually impaired.
- Classroom teachers were able to engage the learner who is visually impaired using the strategies and materials provided by Vision Program personnel.

Goal for 2018-19: Classroom teachers of students who read braille and who receive the most intensive support from the TCDSB Vision Program will provide appropriate accommodations that enable the students to access the Ontario curriculum as independently as possible.

d) Deaf/ Hard of Hearing (D/HH) (Appendix D)

Goal for 2017-18: By June 2018, review and analyse results from 2016-17 surveys (D/HH Student Survey and D/HH Teacher Survey) and based on results, identify one elementary and two high schools to track usage of Hearing Assistance Technology over two years.

Progress towards Achievement of Goal: **Monitor** The D/HH Accountability Framework continues to monitor its 2017-2018 goal to review and analyse results from the 2016/17 D/HH Student Survey and D/HH Teacher Survey. Eighty percent (80%) of students identified as Deaf/Hard of Hearing completed the survey to explore and examine usage of Hearing Assistance Technology. Based on the survey results, areas of focus/next steps include identifying one elementary and two high schools to track usage of Hearing Assistance Technology over two years and provide the selected schools with appropriate resources to utilize Hearing Assistance Technology.

Outcomes for 2017-18:

- 100% of all D/HH student networking events (Girls' Talk, Boys' Club, annual D/HH family picnic) included parent participation and attendance

Goal for 2018-19: The 2017-18 goal to be carried forward for 2018-19 in order to more appropriately identify school and critical resources.

e) Giftedness (Appendix E)

Goal for 2017-18: Increase the percentage of students with Giftedness whose Self-Regulation and Organizational skills are rated as "Excellent" on their Provincial Report Card.

Progress towards Achievement of Goal: **On Target** The increase in "excellent" ratings for the categories of *Organization* and *Self-regulation* indicates targeted achievement.

Outcomes for 2017-18:

- "Excellent" ratings of Organization and Self-regulation skills have increased.
- Continue to implement strategies to address anxiety/perfectionism in students with Giftedness.

Goal for 2018-19: To continue to increase the percentage of students identified with Giftedness whose Self-Regulation and Organizational skills are rated as "excellent" on their Provincial Report Card.

Intended Outcomes for 2018-19:

To continue to increase the percentage of students identified with Giftedness whose Self-Regulation and Organizational skills are rated as "excellent" on their Provincial Report Card. This will be done through teacher in-service, focusing on developing resilience strategies appropriate for this student population using evidence based programs. Measurement is focused on the 2016-17 Grade 6 cohort, using their Grade 5 Term 1 Provincial Report Card as baseline. The goal is to increase and maintain the improvement for this cohort through Grade 8 to ensure successful transition into secondary school (therefore this is a 3-year goal).

f) Language Impairment (Appendix F)

Goal for 2017-18: To administer functional speaking and listening measure in Fall 2017 and Spring of 2018 to LI- ISP teachers to explore the progress and the learning needs of students with LI so that teachers can increase their capacity to understand and refine instruction to improve student learning and achievement. Survey results will inform goal setting for 2018/2019.

Progress towards Achievement of Goal: **On Target** The LI Accountability Framework is on target in meeting its 2017-2018 goal to explore the progress and the learning needs of students with LI so that teachers can increase their capacity to understand and refine instruction to improve student learning and achievement. Surveys to measure the functional speaking and listening skills of students with Language Impairment were completed by more than 70% of LI-ISP teachers. Speech-Language pathologists delivered responsive assessment and intervention support through board-wide early identification consultations, the Kindergarten Language Program (KLP), screening and assessment and/or targeted evidence-based oral language intervention to select students across the school board in response to specific student needs.

Outcomes for 2017-18:

- Preliminary survey results indicate that LI-ISP teachers perceived an improvement in student performance on oral language measures between September 2017 and June 2018.
- Students improved in their phonemic awareness and oral narrative skills as a result of the Senior Kindergarten Intervention for Phonemic Awareness (SKIPPA), Focused Intervention Program for Phonemic Awareness (FIPPA) and Structured Oral Narrative Intervention for Children (SONIC) interventions.
- Students who attended the KLP on average, improved from below-average performance to low-average performance on oral language measures over the course of the program.
- The modal Grade 6 reading score is Level 2. In recent years, L3/L4 scores have improved to 30%.

Goal for 2018-19:

To administer a functional speaking and listening measure in Fall 2018 and Spring of 2019 to LI- ISP teachers to further explore the progress and learning needs of students with LI, so that teachers can increase their capacity to understand and refine instruction to improve student learning and achievement. Survey results will inform goal setting for 2019/2020.

Intended Outcomes for 2018-19:

Over a two-year period, administer and collect twice yearly survey data on oral language measures for at least 80% of students in the LI-ISP classroom.

g) Learning Disability (LD) (Appendix G)**Goals for 2017-18: Math:**

- By the end of the school year, to increase teachers' understanding of LD and its impact on teaching and learning math;
- To increase their use of effective teaching strategies.

Progress towards Achievement of Goal: **Action Required** Additional support is required for the provision of professional learning opportunities on the subject of understanding Learning Disabilities and their impact on students' ability to improve achievement in Math, particularly at L4 in grades 3 and 9 Applied, and in L3/L4 in grade 9 Academic.

Outcomes for 2017-18:

- Some improvement in math performance in Gr. 3 and 6,
- Some improvement in math performance in Gr. 9 Applied, but
- A decline in achievement in math performance in Gr. 9 Academic.

Goal for 2018-19:

Reading and Math: By year-end, increasing teachers' understanding of LD and its impact on teaching and learning in math and reading, and their use of effective teaching strategies. In particular, teachers will have increased knowledge of how different learning challenges result from particular deficits in cognitive processes, and in how to use and interpret standardized measures of academic achievement to assess levels of ability and to monitor progress following intervention.

Intended Outcomes for 2018-19:

- Special Education and Regular Classroom Teachers participating in targeted PD sessions
- during the school year educators will become more knowledgeable and effective in the use of focused strategies and accommodations for teaching math to students with LD, as indicated by survey results regarding their promising practices at the end of the school year.

h) Mild Intellectual Disability (MID) (Appendix H)

Goal for 2017-18: To create a framework to support the work of schools with students with the MID identification.

Progress towards Achievement of Goal: **Action Required** work of creating and updating the MID framework was begun with the committee, however, some clarification regarding the MID identification was needed. In 2018-2019 the committee has included psychology staff to aid in the creation of the framework and to help clarify the criteria for identification and placement. Informative discussions are taking place regarding the MID learner's profile compared to the ME/DD learner's profile with our psychology colleagues. The 2018-2019 goal is to complete the MID framework and share with all stakeholders.

Outcomes for 2017-18:

- Discussion of MID learner's profile to enhance understanding.
- Determination of need to include psychology staff in the collaboration.
- Continued professional dialogue with a multidisciplinary team.

Goal for 2018-19:

By June 2019, the MID Framework will be completed and shared. The criteria for MID ISP class placement will be clearly communicated to all programming stakeholders.

Intended Outcomes for 2018-19 and beyond:

By the end of June 2020, improve student learning: by building system capacity, sharing of best practices, and providing meaningful learning

experiences. Additionally, the various pathways for students with the MID profile will be shared to inform programming.

i) Multiple Exceptionalities and Developmental Disabilities (ME/DD) (Appendix I)

Goal for 2017-18: By the end of the school year, there will be increased teacher understanding and use of the program *MEVille to WEVille* to address the functional literacy of elementary students.

Progress towards Achievement of Goal: **Monitor** Eighty-three percent (83%) of the elementary schools with an ME/DD Intensive Support Program (ISP) class attended the 2-day professional development opportunity on the evidence-based literacy resource *MEVille* to *WEVille*. This resource was purchased for all elementary ME/DD classes and distributed to the ISP teachers.

For 2018-2019 elementary teachers who work in ME/DD ISP classes have been invited to attend the *Equals* workshop. This additional, evidence-based numeracy program was purchased for each elementary ME/DD ISP class.

Through surveys, teacher learning needs/preferences are being investigated. Additional professional development opportunities (through Professional Learning Networks and webinars) are being provided for ME/DD ISP teachers to share promising practices.

Outcomes for 2017-18:

- Professional development occurred to help build capacity focusing on literacy for DD-ME ISP teachers in elementary
- Positive feedback from participants in the professional development was received through a survey form;
- Appropriate resources were made available to assist in Literacy program planning;
- To support the implementation of an after school Professional Learning Network for DD-ME ISP teachers.

Goal for 2018-19:

By the end of the school year, there will be increased teacher understanding and use of *Equals* to address the numeracy program for elementary students.

Intended Outcomes for 2018-19 and beyond:

By the end of June 2020, elementary DD/ME ISP classes will be implementing strategies from the *Equals* numeracy program. The goal will be measured through surveys, webinar participation, and the collaborative sharing of best practices during professional development sessions. The level of student engagement will increase in numeracy activities and this increase will be determined based on surveys, teacher feedback and classroom observations.

By the end of June 2020, secondary DD/ME ISP classes will be implementing the ELSB for Older Students resource. The goal will be measured through surveys and sharing of best practices during professional development sessions. Student engagement will be increased in literacy activities based on surveys and classroom observations.

Part B: Safe Schools Information for Students with Special Needs

Please refer to **Appendix J** for further information, including a 5-year trend for Students with an Individual Education Plan (IEP). Below, 2017-18 data is compared to that of 2016-17:

1. Board:

- i) number of students suspended decreased from 894 to 864.

2. Elementary Schools:

- i) slight increase in number of students with an IEP suspended (+3),
- ii) slight increase in number of male students suspended (+8),
- iii) decrease in number of female students suspended (-5).

3. Secondary schools:

At the secondary level, data indicate an overall reduction in the number of suspensions for students with an IEP, including a reduction in the number of males and females suspended.

- i) decrease in number of students with an IEP suspended (-33)
- ii) decrease in number of male students suspended (-32)
- iii) slight decrease in number of female students suspended (-1)

Notwithstanding the slight increase in elementary school suspensions since 2016-17, there has been a downward trend over the last four years in overall suspensions of TCDSB students with an IEP.

Part C -An overview of student achievement in 2017-18 as it pertains to students with Special Education needs.

1. Parts C and D of the report will provide an overview of student achievement as well as an analysis of some of the exceptionalities outlined in the Executive Summary. EQAO results pertain only to students in grades 3, 6, 9 and 10 who have Special Education needs. As such, within some exceptionalities the low numbers in each grade will not be reported. Please refer to **Appendix K** for detailed information on Grade 3 and 6 Reading, Writing, and Mathematics scores as well as Grade 9 Math and Grade 10 OSSLT for the exceptionalities reported.
2. Provincial comparisons of results reported below are for students with Special Education needs.
3. The summary of results presented is for students with Special Education needs achieving level 3 and 4 on the provincial assessments (excluding Gifted).
4. Terms of reference: “FTE” refers to First Time Eligible writers of the Ontario Secondary School Literacy Test (OSSLT). “PE” refers to Previously Eligible writers of the OSSLT. “OSSLC” refers to the Ontario Secondary School Literacy course that can be taken following at least one attempt of the OSSLT.
5. For Gr. 3 Reading, Writing: TCDSB (n = 1,064); Province (n = 23,296)
For Gr. 3 Math: TCDSB (n = 1,083); Province (n = 23,789)
For Gr. 6 Reading, Writing, Math: TCDSB (n = 1,245); Province (n = 28,757)

Areas of Relative Strength:

Grade	Domain	To-From (%)	Change (%)	Province (Below, Above, Same As)
3	Writing	55% to 52%	- 3%	Same as
6	Reading	48% to 48%	0%	Below (54%)
6	Writing	53% to 50%	-3%	Above (49%)
9	Math-Applied	32% to 35%	+3%	Below (37%)

Areas for Growth:

Grade	Domain	To-From (%)	Change (%)	Province (Below, Above, Same As)
3	Reading	45% to 43%	-2%	Below (46%)
3	Math	30% to 27%	-3%	Below (29%)
6	Math	15% to 13%	-2%	Below (17%)
9	Math-Academic	67% to 64%	-3%	Below (71%)

Grade 10 OSSLT (Successful) and OSSLC (Completing):

Grade	Domain	To-From (%)	Change (%)	Province (Below, Above, Same As)
10	FTE	53% to 46%	-7%	Below (48%)
10	PE	32% to 26%	-6%	Same (26%)
	OSSLC	39%	+1%	Below (43%)

Next Steps:

- i. As part of the Focus on Fundamentals Math Strategy, continue to provide release days for special education teachers to work with grade level teachers to develop and implement strategies to support mathematics (all grades).
- ii. Continue to develop literacy strategies in reading and

writing (all grades) to enable students to effectively analyse word math problems as well as to produce increasingly complex writing samples.

Part D – EQAO Overall Achievement of Students receiving Special Education support(s) by Exceptionality

(Autism, LI, LD)

1. A large proportion of students with Special Education supports participate in the Grades 3, 6 and 9 EQAO assessments and the Grade 10 OSSLT. Given the wide range of performance on these assessments and considerable differences in the prevalence of certain exceptionalities, **it would not be appropriate or feasible to report on some exceptionalities.**

2. **Appendix L** charts EQAO and OSSLT students who achieved at L3 and L4, over 2 years, for the following exceptionality: **Autism**
Some highlights are described below:

Gr. 3 (n=146); Gr. 6 (n=109); Gr. 9 Academic (n=23); Gr. 9 Applied (n=26)

Areas of Relative Strength:

Grade	Domain	To-From (%)	Change (%)
3	Participating	12 to 13	+1
3	Reading	29 to 29	0
3	Math	24 to 28	+4
6	Reading	33 to 41	+8
6	Math	19 to 21	+2

Areas for Growth:

Grade	Domain	To-From (%)	Change (%)
3	Writing	39 to 31	-8
6	Participating	10 to 9	-1
6	Writing	43 to 39	-4
9	Math, Academic	86 to 83	-3
9	Math, Applied	48 to 34	-14

Grade 10 OSSLT (Participating, Successful, Deferrals) and OSSLC (Completing):

Gr. 10 FTE (n=76); PE (n=47); OSSLC (n=15)

Grade	Domain	To-From (%)	Change (%)
10 FTE	Participating	61 to 64	+3
10 FTE	Successful	84 to 76	-8
10 PE	Participating	44 to 57	+13
10 PE	Successful	15 to 30	+15
10 FTE	Deferrals	37 to 36	-1
10 PE	Deferrals	9 to 9	0
	OSSLC	40 to 32	-8

Next Steps:

- i. Continue to assist students at all grade levels to identify emotions and demonstrate effective self-regulation strategies. Improved self-regulation promotes increased opportunities for meaningful access to the curriculum.

3. **Appendix M** charts EQAO and OSSLT achievement results of students at L3/L4, over 2 years, for the following exceptionality:
Language Impairment (LI)

Areas of Relative Strength:

Gr. 3 (n=58); Gr. 6 (n=90); Gr. 9 Academic (n=8); Gr. 9 Applied (n=42)

Grade	Domain	To-From (%)	Change (%)
3	Math	20 to 31	+11
6	Participating	5 to 7	+2
6	Reading	30 to 30	0
9	Math, Applied	37 to 39	+2

Areas for Growth:

Grade	Domain	To-From (%)	Change (%)
3	Participating	7 to 6	-1
3	Reading	43 to 41	-2
3	Writing	49 to 45	-4
6	Writing	49 to 37	-12
6	Math	8 to 7	-1

Grade 10 OSSLT (Participating, Successful, Deferrals) and OSSLC (Completing):

Gr. 10 OSSLT FTE (n=63); PE (n=53); OSSLC (n = 20)

Grade	Domain	To-From (%)	Change (%)
10 FTE	Participating	4 to 6	+2
10 FTE	Successful	50 to 31	-19
10 FTE	Deferred	40 to 44	+4
10 PE	Participating	4 to 5	+1
10 PE	Successful	14 to 19	+5
10 PE	Deferred	13 to 11	-2
	OSSLC	28 to 38	+10

Next Steps:

- i. Continue to facilitate early intervention processes, for example Speech/Language Pathologist (SLP) consultation in the Kindergarten classroom, promoting the Board-wide Early Intervention Strategy.

4. **Appendix N** charts EQAO and OSSLT achievement results for students at L3/L4, over 2 years, for the following exceptionality: **Learning**

Disability (LD)

Gr. 3 Reading, Writing (n=39); Gr. 3 Math (n=41); Gr. 6 (n=171); Gr. 9 Academic (n=54); Gr. 9 Applied (n=179)

Areas of Relative Strength:

Grade	Domain	To-From (%)	Change (%)
3	Participating	1 to 4	+3
3	Reading	42 to 59	+17
3	Math	31 to 32	+1
6	Math	13 to 16	+3
9	Math, Applied	32 to 33	+1

Areas for Growth:

Grade	Domain	To-From (%)	Change (%)
3	Writing	75 to 67	-8
6	Reading	56 to 54	-2
6	Writing	53 to 52	-1
9	Math, Academic Participating	27 to 22	-5
9	Math, Academic	72 to 50	-22

Grade 10 OSSLT (Participating, Successful, Deferrals) and OSSLC (Completing):

Gr. 10 OSSLT FTE (n=333); PE (n=344); OSSLC (n =143)

Grade	Domain	To-From (%)	Change (%)
10 FTE	Participating	79 to 77	-2
10 FTE	Successful	52 to 45	-7
10 FTE	Deferred	20 to 22	+2
10 PE	Participating	51 to 47	-4
10 PE	Successful	35 to 25	-10
10 PE	Deferred	4 to 5	+1
	OSSLC	39 to 42	+3

Next Steps:

- a. As part of the Focus on Math Fundamentals (Renewed Math Strategy), continue to provide release days for special education teachers to work with grade-level teachers to promote an increased understanding of LD and its impact on teaching and learning Mathematics (all grades)
- b. Continue implementation of Empower and Lexia programs as strategies that support decoding and comprehension for students in the Primary and Junior divisions. Improvement in these areas will have a positive impact on achievement in Mathematics, especially with word problems.

Part E: Update on Implementation of Specific Special Education Programs

1. Empower Update for 2017-18 (Appendix O)

Empower Reading TM is an evidence-based reading intervention program, which was developed by the Learning Disabilities Research Program at the Hospital for Sick Children. This program is based on 25 years of research in Canada and the United States.

The goals of Empower Reading TM are:

- i) to teach struggling readers a set of effective strategies for decoding words and understanding text;
- ii) to allow students to experience success in reading and gain confidence in their own reading skills;
- iii) to help students become independent readers equipped with multiple word-attack strategies;
- iv) to empower students to move beyond decoding strategies and read independently for meaning and information.

The TCDSB has continued to offer Empower as an intervention for students in grades 2-5 who have demonstrated significant difficulties in decoding and spelling.

Since 2013-14, TCDSB has also offered both a decoding and spelling program for students in grades 6-8, as well as a program focused on comprehension and vocabulary for students in grades 2-5 who are identified (or thought likely to be identified) with a Learning Disability or Language Impairment, and need help with decoding.

In 2017-18, participating students in the Gr. 2-5 Decoding/Spelling (DS), Gr. 6-8 Decoding/Spelling (DS), and Gr. 2-5 Comprehension/Vocabulary (CV) programs numbered as follow:

Participating students	Gr. 2-5 DS	374
	Gr. 2-5 CV	118
	Gr. 6-8 DS	12

It should be noted that participation in the grade 2-5 DS program was much higher for grade 2 and 3 students than for grade 4 and 5 students:

Gr. 2	145
Gr. 3	146
Gr. 4	49
Gr. 5	34

Currently (2018-2019), TCDSB has 59 active locations/schools providing Empower with many locations offering multiple programs.

Student performance has been measured in all programs through assessments of literacy that are appropriate to the specific decoding or comprehension intervention.

This report summarizes research results indicating positive outcomes for students in all three interventions and reports from teacher interviews on the efficacy of Empower.

A more detailed analysis of student outcomes using the Empower Reading program is outlined in Appendix O.

2. Lexia Intervention Update for 2017-18 (Appendix P)

Lexia Reading is a web-based reading intervention that focuses on:

- Foundational reading development for students pre-K to Grade 5 (Lexia Core5), and
- Reading development for struggling readers in Grades 6 -12 (Lexia PowerUp).

Lexia Core5 is an evidence-based individualized reading intervention that provides explicit, systematic, structured practice on the essential reading skills of:

- Phonological Awareness,
- Phonics,
- Structural Analysis,
- Automaticity/Fluency,
- Vocabulary, and
- Comprehension

Lexia PowerUp has students working online in three different instructional strands. The three strands are:

- Word Study
- Grammar, and
- Comprehension

The three strands improve student proficiency and independence in reading and understanding complex, authentic texts. In April 2018, Grade 5-8 student licenses were migrated to Lexia PowerUp. Most PowerUp licenses are beginning to be used in 2018-2019 school year.

A more detailed summary of student outcomes with the Lexia Reading intervention is outlined in Appendix P.

E. CONCLUDING STATEMENT

This report is for the consideration of the Board.

Accountability Framework for Special Education 2017-18	
Exceptionality: Autism	Number of students (K-12) with this exceptionality: 1852 K – 12 Regular Class: 1287 K – 12 Special Education Class: 565
Focus Subgroup: Students in Year 1 of the Program to Assist Social Thinking (PAST)	
Goal(s) (2017-18): The self-regulation of students in the PAST program will be tracked. By the end of the school year, more students in the PAST program will be able to identify their emotions independently, identify a reason for their emotion and identify a strategy addressing the emotion. The focus is to track the progress of the students in identifying and using strategies to address their emotions to demonstrate overall improvement in self-regulation. The most effective strategies used to teach this curriculum where students are successful will be recorded to create resources that can be shared to build capacity within the schools to support students with Autism.	Goal Timeline: 2017/18- Targeted students in year 1 of the PAST Program and tracking students 2018/19- Targeted students in year 2 of the PAST Program and tracking students 2019/2020- Targeted students in year 3 of the PAST Program and tracking students
Instructional Strategy: The first year curriculum in the PAST program focuses on the emotion family. The main emotions taught include happy, sad, angry, surprised, excited, afraid, worried. Resources used include the books My Feelings, Awesome and In Control and Zones of Regulation with an emphasis on the 3-point scale and size (small, medium, large) of the problem. In teaching the students about emotions the strategies include the following: <ol style="list-style-type: none"> 1. Identifying feelings based on facial expression of self and others 2. Identifying feelings based on body language and gesture 3. Identifying feelings based on contextual cues 4. Identifying feelings by attending to physical sensations In order to teach levels of the emotions and size of the problem the PAST teachers use role-play, playing games, cartoons drawing to show the emotion, showing real people expressing emotions. They also use a feelings/emotions chart throughout the day. In year 1 the biggest and most common challenges for students are big reactions to a problem (which don't match the size of the problem) and setting up a safe spot. They work with the students to understand the problem and teach students about a safe spot and how it is accessed. Other strategies include a self-regulation jar (used as a visual)	

while counting to 10 (calming the brain down), 6 sided breathing (breath in, hold, breath out, 3 times), relaxation and meditation and Model Me Kids, which is an evidence-based video modelling resources which teaches social skills. The students work on goals in the home school and at home using generalization sheets.

Data supporting Observations: (where available)

Through the use of tracking sheets, improvement from pre- to post-test period was observed by teachers in the students' abilities in understanding and sharing their emotions and students were able to problem solve and come up with strategies. The tracking sheets focused on the students' ability to identify their emotion using the emotions board in the morning and afternoon, describing why they feel that emotion and identifying at least one strategy address the emotion.

Outcomes/Observations/Learning:

- The outcomes observed were positive. Overall, students were able to independently identify their feelings, correctly describe a reason for their feelings without assistance and correctly identify one strategy to address their emotion without assistance more frequently.
- With regards to students identifying how they are feeling using the emotions board, the percentage of observations where students were able to identify their feelings independently improved from 55% in the pretest period to 82% in the post-test period.
- The percentage of observations where students were able to describe a reason why they were feeling a certain emotion without assistance improved from 41% to 66% in the same pre- to post-test period.
- The percentage of observations where students were able to identify one strategy without assistance to address the emotion improved from 35% to 53% in the same pre- to post-test period.
- Building capacity in the system through targeted Professional Development (PD) will continue in 2018/19 through the involvement of the multi-disciplinary Autism team.
- The two-year PD plan focusing on ABA principals, educational practices, communication, sensory and understanding behavior for Kindergarten and Special Education Teachers in Elementary schools was completed in 2017/18.
- PD opportunities support staff focusing on ABA Training for Students with Autism Spectrum Disorders (ASD); Communication and Autism: Effective Communication Strategies for the Classroom Setting; Understanding & Addressing Challenging Behaviours of Students with ASD will continue in 2018/19.
- Ministry sponsored Autism certificate courses for educators through the Geneva Centre will continue in 2018/19. Interest in this certification continues to be high.
- PD for Administrators is being developed and will be delivered in 2018/19.

Accountability Framework for Special Education 2018-19	
<p>Goal for 2018-19: The self-regulation of Year 2 students in the PAST program will continue to be tracked. Using the Zones of Regulation, by the end of the school year, more students in the PAST program will be able to identify which zone they are in independently, identify a reason why they are in that zone and identify a strategy to help move towards the green zone. The focus is to track the progress of the students in identifying and using strategies to address their emotions to demonstrate overall improvement in self-regulation. The most effective strategies will continue to be recorded to create resources that can be shared to build capacity within the schools to support students with Autism.</p>	<p>Goal Timeline: 2017/18, 2018/19, 2019/20</p>
<p>Intended Outcomes: If students are explicitly taught strategies to be flexible in their thinking, to understand their emotions and to play cooperatively, then there will be an improvement in their self-regulation skills. Using checklists and feedback from the teachers in the PAST program, the data will be tracked to measure success. This is the second year of a 3-year goal that will follow the group of Year 2 students. In addition, the committee's goal is to communicate with all classrooms about the effective self-regulation techniques have been found in order to assist all students with Autism to reach their full potential. By June 2020, 80 % of targeted students in the PAST program will be able to understand their emotions and use strategies to be flexible in their thinking as measured by teacher checklists tracked over a pre- and post-test period.</p>	

Accountability Framework for Special Education 2017-18	
Exceptionality: Behaviour	Number of Students with this exceptionality: 178
Focus Subgroup: 126 Students in ISP classes	
Goal (2017-18): Increase capacity of students' social/emotional prerequisite skills for learning Reading, Writing and Mathematics through the development of social skills, self-esteem, self-advocacy and self-regulations skills.	Goal Timeline: September 2018 – June 2019
Instructional Strategies: <ul style="list-style-type: none"> • Deliver <i>Stop Now and Plan (SNAP)</i> which is an evidence based behavioural model that provides a framework for teaching children struggling with behaviour issues effective emotional regulation, self-control and problem-solving skills in each Behavioural ISP • Provide designated in-services to both ISP Behaviour Teachers and Child & Youth Workers which focus on training, monitoring and evaluation of the <i>Stop Now and Plan (SNAP)</i> program • Provide learning opportunities regarding classroom management, self-regulation, building positive rapport and increasing collaborative activities during unstructured times such as recess • Involve the Child Development Institute in the monitoring of the <i>Stop Now and Plan (SNAP)</i> program by observing Behaviour ISP Classrooms and providing feedback to Behaviour ISP staff • Devise individual measurable goals, develop specific strategies, evaluate progress on a weekly basis and revise or create new goals together with each student registered in a Behaviour ISP. These goals should be based upon concepts with the SNAP program • Provide support to assist in the development and consistency of tracking and revision of those individual measurable goals • Articulate the progress of the individual measurable goals to parents/ guardians of students in the Behaviour ISP • Upon request, provide the <i>Friends</i> program in Behaviour ISP Classes and/or classes in which students with behavioural identifications attend for integration • Foster a Professional Learning Network through on-going e-mail communications amongst Behaviour ISP Teachers, CYWs and the Behaviour ISP Assessment and Program Teacher 	

- Support for the Behaviour ISP programs with the ISP Assessment and Program Teacher
- Develop a list of recommended classroom resources to support the development of social skills, self-esteem, self-advocacy and self-regulation skills
- Use JUMP Math
- Use Lexia Reading Programme
- Use Assistive technology (i.e. Smart Board & use of Chromebooks for students along with smart projector, Premier, Co-writer, Draft Builder, Kurzweil and Dragon Naturally Speaking)

Data supporting Observations: (where available)

- EQAO data is insufficient due to extremely low numbers of students completing the standardized tests
- All 20 Behavioural ISPs have been monitored through the support of the Behavioural ISP APT and the school social worker
- IPRC reports, IEPs and report cards have been reviewed
- Individual measurable goals were developed for each student in a Behavioural ISP. Progress is monitored with the support of the School Social Worker and the Behaviour ISP APT. Progress with the individual measurable goals is reviewed with parents/ guardians through the regular teacher and parent communication as well as the annual IPRC.

Outcomes/Observations/Learning:

- Staff who provide support in all 20 Behavioural ISPs have been trained in *Stop Now and Plan (SNAP)*. Implementation has been monitored by the Behaviour ISP Assessment and Programing teacher and supported through the Child Development Institute. CDI has indicated that the programs are operating with fidelity. Four additional trainings were provided four Behavioural ISP staff (2 for teachers and 2 for CYWs). The number of students who utilize SNAP skills has increased as indicated in report cards.
- A professional Learning Network through was established with on-going e-mail communications amongst Behaviour ISP Teachers, CYWs and the Behaviour ISP Assessment and Program Teacher. The majority of Behaviour ISP staff have accessed this support.
- The *Friends* program was provided in two Behaviour ISP classes. Students appear less anxious and more prepared to focus on lessons.

- JUMP Math, the Lexia Reading Programme and Assistive technology are being used in each of the 20 Behaviour ISPs. EQAO scores are insufficient to measure progress but report cards and IPRC reports indicate academic progress for most students.
- Levels of integration for students have increased which could lead to increased demission rates.

Accountability Framework for Special Education 2018-19

Goal for 2018-19: Increase the capacity of classroom teachers and educational assistants to support the integration of students registered in a Behavioural ISP and/or support the self-regulation of students registered in a “regular” elementary (or secondary) classroom setting.

Goal Timeline: September 2018 to June 2019

Intended Outcome(s): Prior to the completion of the 2018/19 school year, “regular” classroom teachers and educational assistants will have increased opportunities to obtain evidence based knowledge and to develop evidence based strategies which support the self-regulation of students. This can be accomplished by familiarization of classroom teachers with the *Zones of Regulation* program as well as with other student self-management strategies acquired during optional “lunch and learn” sessions.

Instructional Strategies:

- Within at least 30 classrooms located in various schools across the TCDSB, in both the 2017/18 and 2018/19 school years, the Student Support Response Teams, (consisting of a Behaviour Intervention Teacher and a Child & Youth Worker, will support a student who is experiencing self-regulation difficulties). Their interventions will model evidence based strategies for the classroom teacher and if applicable, education assistant.
- Further develop staff knowledge of evidence based de-escalation strategies by providing a new CPI training format to increase the yearly number of TCDSB employees who are certified in Crisis Prevention Intervention (CPI).
- Prior to the completion of the 2018/19 school year, revise the format for Behavioural Support Plans which may be used in conjunction with Individual Education Plans (IEP)s or on their own to support, monitor and revise self-regulation strategies utilized in the “regular” classroom setting.
- The ISP Behaviour teacher and CYW will provide information to the rest of the staff on the principles and language of the SNAP program so that they can reinforce the language and strategies in the regular classes and during unstructured times.
- ISP Behaviour teachers and CYWs will share the students’ individual measurable goals and specific strategies with each of the integrated teachers.

- The ISP Behaviour teachers and CYWs work collaboratively with the integrated teachers to evaluate the students' progress on a weekly basis and revise or create new goals and strategies together for each student.
- Working collaboratively the ISP Behaviour Teacher, CYW and the integrated teachers will develop a strategy of tracking and revising of those individual measurable goals and strategies.

Accountability Framework for Special Education 2017-18	
Exceptionality: Blind and Low Vision (BLV)	Number of Students with this exceptionality: 12
Focus Subgroup: Students with BLV needs who receive Tier 3 support (i.e., weekly, direct instruction from a Specialist Teacher of the Blind) from the TDSB Vision Program.	
Goal(s) (2017-18): Regular classroom teachers and other school personnel who support learners with vision loss will engage in targeted professional learning to ensure student success in the inclusive classroom.	Goal Timeline: 2017 – 2018
Instructional Strategies: <ul style="list-style-type: none"> • 1:1 professional learning provided by TDSB Vision Program staff (Itinerant Vision Teachers, Orientation & Mobility Specialists). • Opportunities to observe specific instructional strategies employed by Vision Program personnel. • Modelling of disability-specific teaching strategies by Vision Program personnel. • Provision of accommodated materials (i.e., braille, tactile diagrams, enlarged print, digital formats) for classroom teachers. • Training and support on the use of assistive technology. 	
Data supporting Observations: (where available)	
Outcomes/Observations/Learning: <ul style="list-style-type: none"> • Classroom teachers will be able to deliver the regular curriculum with accommodations for the learner who is visually impaired. • Classroom teachers and school personnel will feel more confident and comfortable interacting with a student who is visually impaired. • Classroom teachers will be able to engage the learner who is visually impaired using the strategies and materials provided by Vision Program personnel. 	
Accountability Framework for Special Education 2018-19	
Goal for 2018-2019: Classroom teachers of students who read braille who receive the most intensive support from the TDSB Vision Program will provide appropriate accommodations that enable the students to access the	Goal Timeline: 2018-19 School Year

Ontario curriculum as independently as possible.	
Data Supporting Observations: After receiving support from the TDSB Vision Program as outlined above in Instructional Strategies, classroom teachers will be surveyed regarding the 4 items listed below.	
Intended Outcomes: <ul style="list-style-type: none"> • Classroom teachers will demonstrate increased <ul style="list-style-type: none"> (a) personal comfort level teaching a student who reads braille (b) frequency of consultation with Vision Program personnel (c) ability to assist students who are blind with some aspects of their assistive technology (d) understanding of the learning needs and essential accommodations for a learner who is blind 	

Accountability Framework for Special Education 2017-18	
Exceptionality: Deaf/Hard of Hearing	Number of Students with this exceptionality: 92 26 in ISP classes
Focus Subgroup: students with an identification of D/HH and/or those receiving Itinerant D/HH support	
Goal(s) (2017-18): By June 2018, review and analyze results from 2016-17 surveys (D/HH Student Survey and D/HH Teacher Survey) and based on results, identify one elementary and two high schools to track usage of Hearing Assistance Technology over two years.	Goal Timeline: 3-year plan 2017/2018 – data collection 2018/2019 – track implementation 2019-2020 - track implementation
Instructional Strategies: <ul style="list-style-type: none"> • Revised goal due to address resource allocations and staffing needs • Reviewed survey results from 74 D/HH students exploring and examining usage of Hearing Assistance Technology • Reviewed survey results from 53 teachers of D/HH students exploring and examining usage of Hearing Assistance Technology • Communicated Accountability Framework for Special Education (AFSE) goals to classroom teachers of D/HH students through consultation with Itinerant D/HH teachers • Provided appropriate professional development to parents and teachers who work with D/HH students in regular and ISP classes, and other Board staff 	
Data supporting Observations: <ul style="list-style-type: none"> • More than 80 percent of students identified as D/HH and/or those receiving itinerant support engaged in face-to face social networking and communication enrichment experiences, such as Girls' Talk and Boys' Club • More than 100 students and their family members attended the annual D/HH family picnic • Weekly newsletters were shared system-wide on supporting D/HH students in the regular class for Speech, Language and Hearing awareness month in May 	
Outcomes/Observations/Learning: <ul style="list-style-type: none"> • 100% of all D/HH student networking events (Girls' Talk, Boys' Club, annual D/HH family picnic) included parent participation and/or attendance • 2017-18 goal to be carried forward for 2018-19 in order to more appropriately identify school and critical resources needed to implement goal 	

Accountability Framework for Special Education 2018-19	
Goal for 2018-19: By June 2019, review results from 2016-17 surveys (D/HH Student Survey and D/HH Teacher Survey) and based on results, identify one elementary and two high schools to track usage of Hearing Assistance Technology over two years.	Goal Timeline: revised 3-year plan 2017/2018 – data collection 2018/2019 –plan development 2019-2020 – plan implementation
Intended Outcomes: Results reviewed from 2016-17 surveys (D/HH Student Survey and D/HH Teacher Survey) will inform implementation plan.	

Accountability Framework for Special Education 2017-18				
Exceptionality: Gifted			Number of Students with this exceptionality: 2249	
Focus Subgroup: 250 students with Giftedness, 2017-18 Grade 7 cohort				
Goal for 2017-18: Increase the percentage of students with Giftedness whose Self-Regulation and Organizational skills are rated as “Excellent” on their Provincial Report Card.			Goal Timeline: This is a 3-year goal: 2016-17 2017-18 2018-19	
Instructional Strategies: <ul style="list-style-type: none">Building capacity for Gifted Withdrawal and Congregated Program Teachers, through professional development activities (October 2018 Newsletter titled <i>Time Management Skills</i>, distributed to all TCDSB staff; presentation of <i>Supporting Minds-Anxiety Module</i> from School Mental Health Assist (December 2017).PD presentation on <i>Supporting the emotional health of students with Giftedness: How to recognize depression/anxiety and how to help</i> in December 2017; Supporting regular classroom teachers by offering a bank of IEP Accommodation_comments for Gifted students.				
Data Supporting Observations:				
2017/2018 Grade 6 Cohort	Baseline: Grade 7 Term 1 Provincial Report Card		2017/2018 Term 2 Grade 7 Provincial Report Card (250)	
	Organization	Self-Regulation	Organization	Self-Regulation
Excellent	64.0 %	62.4%	68.0%	69.6%
Excellent+Good	91.6%	94.0%	90.4%	92.8%
Outcomes/Observations/Learning: <ul style="list-style-type: none">Excellent ratings of Organization and Self-regulation skills have increased.Continue to implement strategies to address anxiety/perfectionism in students with Giftedness.				

Accountability Framework for Special Education 2018-19	
<p>Goal for 2018-19: To continue to increase the percentage of students identified with Giftedness whose Self-Regulation and Organizational skills are rated as “excellent” on their Provincial Report Card. This will be done through teacher in-service, focusing on developing resilience strategies appropriate for this student population using evidence based programs. Measurement is focused on the 2016-17 Grade 6 cohort, using their Grade 5 Term 1 Provincial Report Card as baseline. The goal is to increase and maintain the improvement for this cohort through Grade 8 to ensure successful transition into secondary school (therefore this is a 3-year goal).</p>	<p>Goal Timeline: This is a 3-year goal: 2016-17, 2017-18, 2018-19</p>
<p>Intended Outcomes: To increase and maintain the improvement of organization and self-regulation skills for this cohort through Grade 7 and 8 (by the end of 2018-19 school year) as evidenced in report card ratings to ensure successful transition into secondary school.</p>	

Accountability Framework for Special Education 2017-18	
Exceptionality Language Impairment	Number of Students with this exceptionality: 855
Focus Subgroups: <ol style="list-style-type: none"> 1. students in Language Impaired – Intensive Support Programs (197 students) 2. kindergarten and primary students board-wide at risk for oral language delays 	
Goal(s) (2017-18): Administer functional speaking and listening measure in Fall 2017 and Spring of 2018 to LI- ISP teachers to explore the progress and the learning needs of students with LI so that teachers can increase their capacity to understand and refine instruction to improve student learning and achievement. Survey results will inform goal setting for 2018/2019.	Goal Timeline: 3-year goal 2017/2018 - Data collection 2018-2019 - Data collection 2019-2020 - Data Analysis
Instructional Strategies: Facilitated early intervention processes (e.g., Speech-Language Pathologist’s consultation to Kindergarten classrooms; promotion of the board-wide Early Identification Strategy). Implemented strategic roll-out of SONIC (Structured Oral Narrative Intervention for Children), FIPPA (Focused Intervention Program for Phonemic Awareness), and SKIPPA (Senior Kindergarten Intervention for Phonemic Awareness) for selected students in kindergarten and grade one. Delivered Kindergarten Language Program to SK students at risk for oral language and literacy delays. Collaborated with LI-ISP teachers and Accountability Framework committee to facilitate participation in survey. Provided parents and teachers with information and professional development materials relevant for addressing oral language and literacy skills for students with LI.	
Data supporting Observations: <ul style="list-style-type: none"> • Speech-Language Pathologists delivered the intervention to five groups of students in four schools; FIPPA to one group of students and SONIC to a select group of students at one school. • Two hundred and fifty-six students attended the Kindergarten Language Program. At demission, 15% of the students were recommended for an LI-ISP placement for grade one; further psychological assessment was recommended for 3% of the students; and 20% of the students were recommended for a developmental assessment. 	

- Nineteen LI-ISP teachers participated in the pre-survey and reported on 116 students.
- Results for seven-five students were analyzed in the pre- and post-survey.

Outcomes/Observations/Learning:

- Preliminary survey results indicate that LI-ISP teachers perceive an improvement in student performance on oral language measures between September 2017 and June 2018.
- Students improved in their phonemic awareness and oral narrative skills as a result of the SKIPPA, FIPPA and SONIC interventions.
- Students who attended the KLP on average, improved from below average performance to low average performance on oral language measures over the course of the program.
- The proportion of Gr. 3 LI students with Level 3 EQAO Reading scores has improved over the last two years.
- The modal Grade 6 reading score is Level 2. In recent years, Level 3 - 4 scores have improved to 30%.

Accountability Framework for Special Education 2018-19
Goal for 2018-19:

Administer functional speaking and listening measure in Fall 2018 and Spring of 2019 to LI- ISP teachers to further explore the progress and the learning needs of students with LI so that teachers can increase their capacity to understand and refine instruction to improve student learning and achievement. Survey results will inform goal setting for 2019/2020.

Goal Timeline: Year 2 of 3-year goal

2018-2019 - Data collection
2019-2020 - Data Analysis

Intended Outcomes:

Over a two-year period, administer and collect twice yearly survey data on oral language measures for at least 80% of students in LI-ISP classrooms.

Accountability Framework for Special Education 2017-18																							
Exceptionality Learning Disability		Number of Students with this exceptionality: 2665																					
Focus Subgroup: All students with LD identification																							
Goal for 2017-18: Math: By the end of the school year, increase teachers’ understanding of LD and its impact on teaching and learning math, and increase their use of effective teaching strategies.		Goal Timeline: September 2017-June 2018																					
Instructional Strategies: <ul style="list-style-type: none">• In-servicing of teachers to increase understanding of students with LD to increase math achievement (December 2017, February 2018). Math instructions supported by a variety of interventions (Focus on Fundamentals (formerly the Renewed Math Strategy)).• Empower Reading Intervention (Decoding/Spelling Grade 2-5 and 6-8; Comprehension/ Vocabulary Grade 2-5): offered in 71 TCDSB elementary schools.• Lexia Reading Intervention to support the learning of Decoding, Comprehension and Vocabulary: offered in 65 schools (73 Teachers and 5 APTs attended the October 2016 Lexia training).• Students with LD are supported to learn self-advocacy and social-emotional skills. LD ISP teachers offered one-day training with FRIENDS Resilience classroom intervention program.																							
Data supporting Observations: <table><tr><td colspan="3">Students Identified as Learning Disability: Percentage at Level 3 or 4 in Math</td></tr><tr><td></td><td>2016-2017</td><td>2017-2018</td></tr><tr><td>Grade 3 EQAO</td><td>31%</td><td>32%</td></tr><tr><td>Grade 6 EQAO</td><td>13%</td><td>16%</td></tr><tr><td>Grade 9 EQAO</td><td></td><td></td></tr><tr><td>• Applied</td><td>32%</td><td>33%</td></tr><tr><td>• Academic</td><td>72%</td><td>50%</td></tr></table>			Students Identified as Learning Disability: Percentage at Level 3 or 4 in Math				2016-2017	2017-2018	Grade 3 EQAO	31%	32%	Grade 6 EQAO	13%	16%	Grade 9 EQAO			• Applied	32%	33%	• Academic	72%	50%
Students Identified as Learning Disability: Percentage at Level 3 or 4 in Math																							
	2016-2017	2017-2018																					
Grade 3 EQAO	31%	32%																					
Grade 6 EQAO	13%	16%																					
Grade 9 EQAO																							
• Applied	32%	33%																					
• Academic	72%	50%																					
Outcomes/Observations/Learning: Some improvement in math ability in elementary grades. Continue to implement the above strategies to support students with LD.																							

Accountability Framework for Special Education 2018-19	
<p>Goal for 2018-19: Reading and Math: By year-end, increasing teachers' understanding of LD and its impact on teaching and learning in math and reading, and their use of effective teaching strategies. In particular, teachers will have increased knowledge of how different learning challenges result from particular deficits in cognitive processes, and in how to use and interpret standardized measures of academic achievement to assess levels of ability and to monitor progress following intervention.</p>	<p>Goal Timeline: September 2018-June 2018</p>
<p>Intended Outcome: Special Education and Regular Classroom Teachers participating in targeted PD sessions during the school year will become more knowledgeable and more effective in the use of appropriate teaching strategies and accommodations for teaching math to students with LD, as indicated by survey results regarding their promising practices at the end of the school year.</p>	

Accountability Framework for Special Education 2017-2018	
Exceptionality Mild Intellectual Disability	Number of students (K – 12) with this exceptionality: 353
Focus Subgroup: All students identified with the Mild Intellectual Disability exceptionality.	
Goal(s) (2017-2018) To create a framework to support the work of schools with students with the MID identification.	Goal Timeline: 2016-2017: Creation of MID committee. Begin work on the MID Framework 2017-2018- Continue work on MID Framework with a multidisciplinary team. 2018-2019- Completion of MID framework and establish criteria for MID ISP placement.
Instructional Strategies: <ul style="list-style-type: none"> As a committee, we began work on the development of a framework for students identified with the MID exceptionality. The framework will focus on the learning environment, profile, and identification of students. Psychology staff to aid in the creation of the framework and to help clarify criteria for identification and placement. 	
Data supporting Observations: (where available) <ul style="list-style-type: none"> Committee members reviewed various frameworks to determine what elements should be included in the MID framework. Committee discussed clarification of MID profile, learning strategies and pathways. 	
Outcomes/Observations/Learning: <ul style="list-style-type: none"> Discussion of MID learner's profile and the ME/DD learner's profile to enhance understanding. The need to include psychology staff was determined. Continued professional dialogue with a multidisciplinary team. Comparison of various frameworks. 	
Accountability Framework for Special Education 2018-2019	
Goal for 2018-2019: By June 2019, the MID Framework will be completed and shared. The criteria for MID ISP class placement will be clearly communicated to all programming stakeholders.	Goal Timeline: 2018/2019

Intended Outcomes:

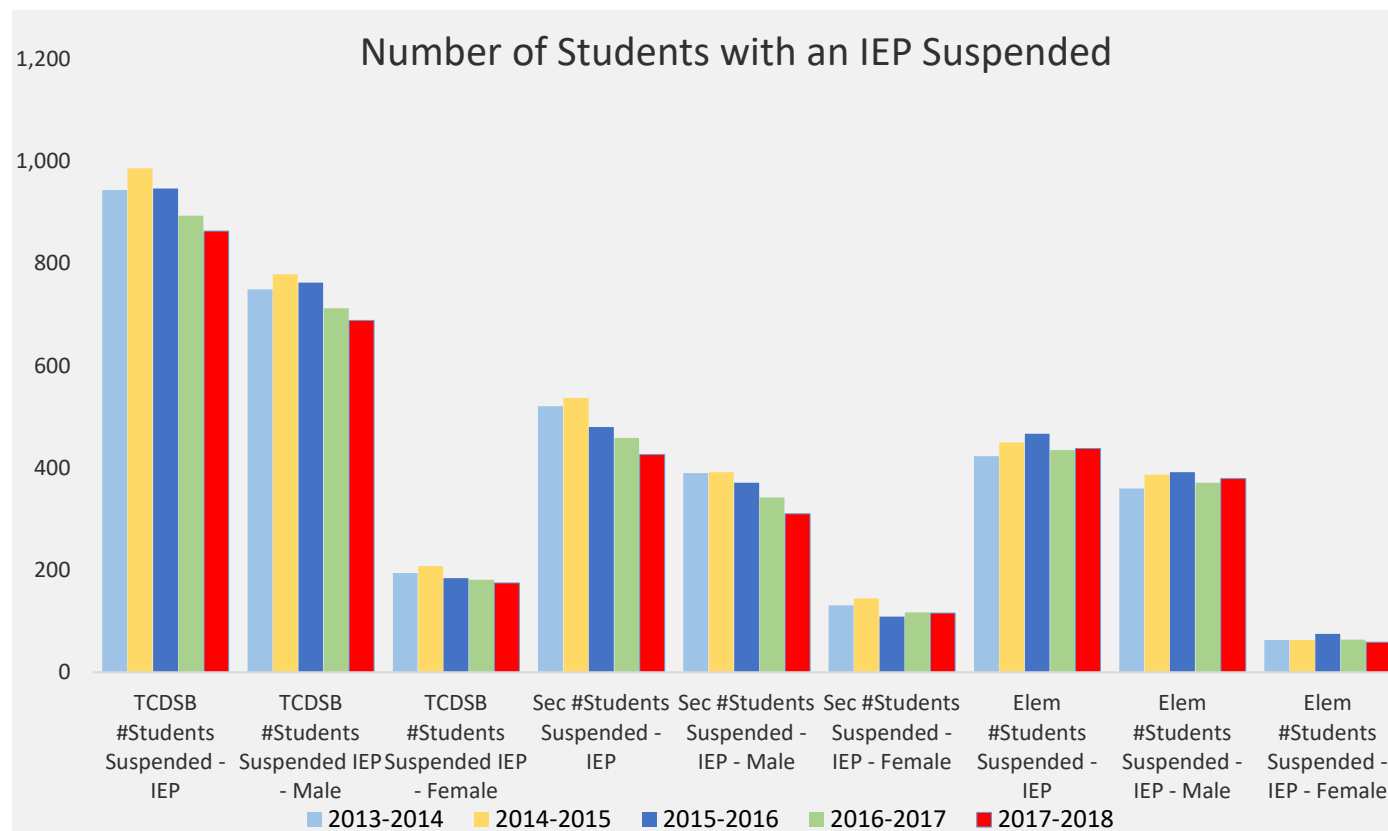
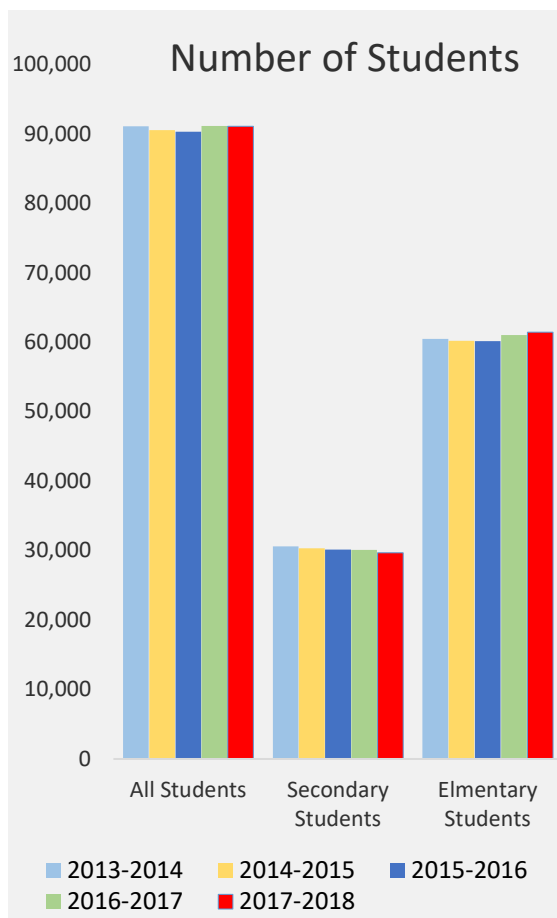
By the end of June 2020, improve student learning: by building system capacity, sharing of best practices, and providing meaningful learning experiences. In addition the various pathways for students with the MID profile will be shared to inform programing.

Accountability Framework for Special Education 2017-2018	
Exceptionality: Developmental Disability (DD)/Multiple Exceptionalities (ME)	Number of students (K – 12) with this exceptionality: Developmental Disability: Regular Class-23 Special Education Class-120 Multiple Exceptionalities: Regular Class-40 Special Education Class-136
Focus Subgroup: Students identified with Developmental Disability or Multiple Exceptionalities in a DD/ME Intensive Support Programs (ISP)	
Goal(s) 2017-2018: By the end of the school year, there will be increased teacher understanding and use of MEville to WEville to address the functional literacy of elementary students.	Goal Timeline: 2017/2018 – Professional development for teachers in elementary DD/ME ISPs focusing on functional literacy 2018/2019
Instructional Strategies: <ul style="list-style-type: none"> • To continue to build capacity in the system through targeted Professional Development. • Two days of professional development focusing on literacy for DD/ME ISP teachers in elementary schools took place. • Supplemental literacy resources were purchased for elementary staff. These resources were distributed to elementary staff as part of the Professional Development plan. • A webinar and a website were developed as a resource to help support the implementation of the literacy program. 	
Data supporting Observations: (where available) 83% of the elementary schools attended the two days of professional development. All elementary schools with ISP classes have received the resource MeVile to WeVile Literacy Resource.	
Outcomes/Observations/Learning: <ul style="list-style-type: none"> • Professional development occurred to help build capacity focusing on literacy for DD-ME ISP teachers in elementary • Positive feedback from participants in the professional development was received through a survey form; Appropriate resources were made available to assist in program planning in literacy; • To support the implementation of an afterschool Professional Learning Network for DD-ME ISP teachers. 	
Accountability Framework for Special Education 2018-2019	
Goal for 2018-2019: By the end of the school year, there will be increased teacher understanding and use of	Goal Timeline: 2018/19, 2019/2020

<p>Equals to address the numeracy program for elementary students.</p> <p>By the end of the school year, there will be increased teacher understanding and use of Early Literacy Skills Builder (ELSB) for Older Students to address the functional literacy of secondary students.</p>	
<p>Intended Outcomes:</p> <p>By the end of June 2020, elementary DD/ME ISP classes will be implementing strategies from the Equals numeracy program. The goal will be measured through surveys, webinar participation and participation and sharing of best practices during professional development sessions. Student engagement will be increased in numeracy activities based on surveys and classroom observations.</p> <p>By the end of June 2020, secondary DD/ME ISP classes will be implementing the ELSB for Older Students resource. The goal will be measured through surveys and sharing of best practices during professional development sessions. Student engagement will be increased in literacy activities based on surveys and classroom observations.</p>	

Number of Students with an IEP Suspended

TCDSB	All Students	Secondary Students	Elementary Students	TCDSB #Students Suspended - IEP	TCDSB #Students Suspended - IEP - Male	TCDSB #Students Suspended - IEP - Female	Sec #Students Suspended - IEP	Sec #Students Suspended - IEP - Male	Sec #Students Suspended - IEP - Female	Elem #Students Suspended - IEP	Elem #Students Suspended - IEP - Male	Elem #Students Suspended - IEP - Female
2013-2014	91,115	30,631	60,484	944	750	194	521	390	131	423	360	63
2014-2015	90,541	30,319	60,222	987	779	208	537	392	145	450	387	63
2015-2016	90,333	30,149	60,184	947	763	184	480	371	109	467	392	75
2016-2017	91,144	30,109	61,035	894	713	181	459	342	117	435	371	64
2017-2018	91,107	29,673	61,434	864	689	175	426	310	116	438	379	59



All Students with Special Education Needs (Excluding Gifted)

Appendix K

NOTE: NP = "Non-participating" indicates that due to exceptional circumstances, some or all of the school's or board's students did not participate
EC = Due to exceptional circumstances in 2015, provincial data are unavailable to report provincial results.

Reading Grade 3

	TCDSB						Province					
	2015 - 2016 N = NP		2016 - 2017 N = 1,046		2017 - 2018 N = 1,064		2015 - 2016 N = 21,412		2016 - 2017 N = 23,610		2017 - 2018 N = 23,296	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	43	4%	47	4%	930	0.04	1016	4%	1,237	5%
Level 3	NP	NP	431	41%	418	39%	8,183	0.38	9,189	39%	9,547	41%
Level 2	NP	NP	387	37%	403	38%	7,714	0.36	8,676	37%	8,163	35%
Level 1	NP	NP	70	7%	55	5%	1,754	0.08	1,899	8%	1,505	6%
NE 1	NP	NP	17	2%	17	2%	428	0.02	406	2%	361	2%
No Data	NP	NP	13	1%	14	1%	252	0.01	283	1%	314	1%
Exempt	NP	NP	85	8%	110	10%	2,151	0.1	2,141	9%	2,169	9%

Writing Grade 3

	TCDSB						Province					
	2015 - 2016 N = NP		2016 - 2017 N = 1,046		2017 - 2018 N = 1,064		2015 - 2016 N = 21,430		2016 - 2017 N = 23,630		2017 - 2018 N = 23,296	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	4	<1%	6	1%	183	1%	144	1%	155	1%
Level 3	NP	NP	569	54%	539	51%	11,191	52%	12,524	53%	11,765	51%
Level 2	NP	NP	354	34%	368	35%	7,372	34%	8,049	34%	8,360	36%
Level 1	NP	NP	16	2%	18	2%	335	2%	430	2%	451	2%
NE 1	NP	NP	9	1%	16	2%	109	1%	177	1%	179	1%
No Data	NP	NP	15	1%	16	2%	255	1%	294	1%	330	1%
Exempt	NP	NP	79	8%	101	9%	1,985	9%	2,012	9%	2,056	9%

Math Grade 3

	TCDSB						Province					
	2015 - 2016 N = NP		2016 - 2017 N = 1,062		2017 - 2018 N = 1,083		2015 - 2016 N = 21,824		2016 - 2017 N = 24,076		2017 - 2018 N = 23,789	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	26	2%	30	3%	599	3%	719	3%	735	3%
Level 3	NP	NP	300	28%	260	24%	5,726	26%	6,233	26%	6,223	26%
Level 2	NP	NP	481	45%	475	44%	8,875	41%	10,694	44%	9,645	41%
Level 1	NP	NP	145	14%	165	15%	3,478	16%	3,688	15%	3,725	16%
NE 1	NP	NP	15	1%	44	4%	859	4%	386	2%	1,027	4%
No Data	NP	NP	12	1%	13	1%	267	1%	310	1%	335	1%
Exempt	NP	NP	83	8%	96	9%	2,020	9%	2,046	8%	2,099	9%

Reading Grade 6

	TCDSB						Province					
	2015 - 2016 N = NP		2016 - 2017 N = 1,287		2017 - 2018 N = 1,245		2015 - 2016 N = 26,457		2016 - 2017 N = 28,338		2017 - 2018 N = 28,757	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	20	2%	15	1%	915	3%	855	3%	895	3%
Level 3	NP	NP	597	46%	583	47%	12,504	47%	13,662	48%	14,533	51%
Level 2	NP	NP	541	42%	505	41%	9,047	34%	10,514	37%	9,680	34%
Level 1	NP	NP	35	3%	52	4%	1,752	7%	927	3%	1,154	4%
NE 1	NP	NP	7	1%	10	1%	154	1%	122	<1%	171	1%
No Data	NP	NP	11	1%	11	1%	328	1%	346	1%	385	1%
Exempt	NP	NP	76	6%	69	6%	1,757	7%	1,912	7%	1,939	7%

Writing Grade 6

	TCDSB						Province					
	2015 - 2016 N = NP		2016 - 2017 N = 1,287		2017 - 2018 N = 1,245		2015 - 2016 N = 26,467		2016 - 2017 N = 28,344		2017 - 2018 N = 28,757	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	33	3%	41	3%	1,122	4%	1,085	4%	1,250	4%
Level 3	NP	NP	644	50%	588	47%	12,312	47%	13,304	47%	13,066	45%
Level 2	NP	NP	489	38%	486	39%	10,047	38%	10,744	38%	10,996	38%
Level 1	NP	NP	24	2%	37	3%	705	3%	771	3%	856	3%
NE 1	NP	NP	11	1%	10	1%	200	1%	195	1%	245	1%
No Data	NP	NP	11	1%	14	1%	357	1%	361	1%	432	2%
Exempt	NP	NP	75	6%	69	6%	1,724	7%	1,884	7%	1,912	7%

Math Grade 6

	TCDSB						Province					
	2015 - 2016 N = NP		2016 - 2017 N = 1,287		2017 - 2018 N = 1,245		2015 - 2016 N = 26,497		2016 - 2017 N = 28,323		2017 - 2018 N = 28,757	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	25	2%	12	1%	1,040	0.04	1,007	4%	967	3%
Level 3	NP	NP	161	13%	145	12%	3,886	0.15	4,073	14%	3,983	14%
Level 2	NP	NP	390	30%	344	28%	7,993	0.3	8,345	29%	8,230	29%
Level 1	NP	NP	605	47%	630	51%	10,978	0.41	11,974	42%	12,563	44%
NE 1	NP	NP	18	1%	27	2%	368	0.01	514	2%	557	2%
No Data	NP	NP	9	1%	15	1%	355	0.01	371	1%	442	2%
Exempt	NP	NP	79	6%	72	6%	1,877	0.07	2,039	7%	2,015	7%

Achievement Results Elementary Autism

Appendix L

Reading Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2015 - 2016 N = NP		2016 - 2017 N = 1,046		2017 - 2018 N = 1,064		2015 - 2016 N = NP		2016 - 2017 N = 132		2017 - 2018 N = 146	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	43	4%	47	4%	NP	NP	5	4%	1	1%
Level 3	NP	NP	431	41%	418	39%	NP	NP	33	25%	41	28%
Level 2	NP	NP	387	37%	403	38%	NP	NP	34	26%	33	23%
Level 1	NP	NP	70	7%	55	5%	NP	NP	7	5%	8	5%
NE 1	NP	NP	17	2%	17	2%	NP	NP	3	2%	4	3%
No Data	NP	NP	13	1%	14	1%	NP	NP	4	3%	6	4%
Exempt	NP	NP	85	8%	110	10%	NP	NP	46	35%	53	36%

Writing Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2015 - 2016 N = NP		2016 - 2017 N = 1,046		2017 - 2018 N = 1,064		2015 - 2016 N = NP		2016 - 2017 N = 132		2017 - 2018 N = 146	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	4	<1%	6	1%	NP	NP	0	0%	2	1%
Level 3	NP	NP	569	54%	539	51%	NP	NP	52	39%	44	30%
Level 2	NP	NP	354	34%	368	35%	NP	NP	28	21%	33	23%
Level 1	NP	NP	16	2%	18	2%	NP	NP	0	0%	6	4%
NE 1	NP	NP	9	1%	16	2%	NP	NP	1	1%	1	1%
No Data	NP	NP	15	1%	16	2%	NP	NP	5	4%	8	5%
Exempt	NP	NP	79	8%	101	9%	NP	NP	46	35%	52	36%

Math Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2015 - 2016 N = NP		2016 - 2017 N = 1,062		2017 - 2018 N = 1,083		2015 - 2016 N = NP		2016 - 2017 N = 132		2017 - 2018 N = 146	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	26	2%	30	3%	NP	NP	7	5%	7	5%
Level 3	NP	NP	300	28%	260	24%	NP	NP	25	19%	34	23%
Level 2	NP	NP	481	45%	475	44%	NP	NP	38	29%	26	18%
Level 1	NP	NP	145	14%	165	15%	NP	NP	8	6%	13	9%
NE 1	NP	NP	15	1%	44	4%	NP	NP	3	2%	8	5%
No Data	NP	NP	12	1%	13	1%	NP	NP	5	4%	6	5%
Exempt	NP	NP	83	8%	96	9%	NP	NP	46	35%	52	36%

Achievement Results Elementary Autism

Appendix L

Reading Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2015 - 2016 N = NP		2016 - 2017 N = 1,287		2017 - 2018 N = 1,245		2015 - 2016 N = NP		2016 - 2017 N = 130		2017 - 2018 N = 109	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	20	2%	15	1%	NP	NP	4	3%	6	6%
Level 3	NP	NP	597	46%	583	47%	NP	NP	39	30%	38	35%
Level 2	NP	NP	541	42%	505	41%	NP	NP	46	35%	15	14%
Level 1	NP	NP	35	3%	52	4%	NP	NP	2	2%	6	6%
NE 1	NP	NP	7	1%	10	1%	NP	NP	0	0%	2	2%
No Data	NP	NP	11	1%	11	1%	NP	NP	1	1%	3	3%
Exempt	NP	NP	76	6%	69	6%	NP	NP	38	29%	39	36%

Writing Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2015 - 2016 N = NP		2016 - 2017 N = 1,287		2017 - 2018 N = 1,245		2015 - 2016 N = NP		2016 - 2017 N = 130		2017 - 2018 N = 109	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	33	3%	41	3%	NP	NP	6	5%	5	5%
Level 3	NP	NP	644	50%	588	47%	NP	NP	49	38%	37	34%
Level 2	NP	NP	489	38%	486	39%	NP	NP	33	25%	21	19%
Level 1	NP	NP	24	2%	37	3%	NP	NP	2	2%	2	2%
NE 1	NP	NP	11	1%	10	1%	NP	NP	1	1%	1	1%
No Data	NP	NP	11	1%	14	1%	NP	NP	1	1%	4	4%
Exempt	NP	NP	75	6%	69	6%	NP	NP	38	29%	39	36%

Math Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2015 - 2016 N = NP		2016 - 2017 N = 1,287		2017 - 2018 N = 1,245		2015 - 2016 N = NP		2016 - 2017 N = 130		2017 - 2018 N = 109	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	25	2%	12	1%	NP	NP	5	4%	4	4%
Level 3	NP	NP	161	13%	145	12%	NP	NP	19	15%	18	17%
Level 2	NP	NP	390	30%	344	28%	NP	NP	27	21%	21	19%
Level 1	NP	NP	605	47%	630	51%	NP	NP	37	28%	19	17%
NE 1	NP	NP	18	1%	27	2%	NP	NP	2	2%	5	5%
No Data	NP	NP	9	1%	15	1%	NP	NP	1	1%	3	3%
Exempt	NP	NP	79	6%	72	6%	NP	NP	39	30%	39	36%

Achievement Results Autism Gr. 9

Appendix L

Grade 9 - Academic

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2015 - 2016 N = 272		2016 - 2017 N = 239		2017 - 2018 N = 242		2015 - 2016 N = 21		2016 - 2017 N = 22		2017 - 2018 N = 23	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	4	1%	13	5%	13	5%	2	10%	6	27%	3	13%
Level 3	177	65%	147	62%	143	59%	15	71%	13	59%	16	70%
Level 2	58	21%	48	20%	51	21%	1	5%	1	5%	3	13%
Level 1	29	11%	24	10%	30	12%	1	5%	1	5%	1	4%
Below Level 1	1	<1%	5	2%	4	2%	0	0%	1	5%	0	0%
No Data	3	1%	2	1%	1	<1%	2	10%	0	0%	0	0%

Grade 9 - Applied

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2015 - 2016 N = 845		2016 - 2017 N = 679		2017 - 2018 N = 677		2015 - 2016 N = 17		2016 - 2017 N = 31		2017 - 2018 N = 26	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	54	6%	45	7%	50	7%	3	18%	5	16%	4	15%
Level 3	245	29%	167	25%	192	28%	5	29%	10	32%	5	19%
Level 2	332	39%	263	39%	214	32%	7	41%	10	32%	10	38%
Level 1	156	18%	147	22%	159	23%	1	6%	4	13%	4	15%
Below Level 1	45	5%	38	6%	48	7%	0	0%	1	3%	3	21%
No Data	13	2%	19	3%	14	2%	1	6%	1	3%	0	0%

OSSLT - FTE

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2015 - 2016 N = 1,184		2016 - 2017 N = 1,221		2017 - 2018 N = 1,069		2015 - 2016 N = 55		2016 - 2017 N = 62		2017 - 2018 N = 76	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	503	56%	502	53%	368	46%	27	71%	32	84%	37	76%
Not Successful	388	44%	441	47%	438	54%	11	29%	6	16%	12	24%
Fully Participating	891	75%	943	77%	806	75%	38	69%	38	61%	49	64%
Absent	7	1%	8	1%	8	1%	0	0%	1	2%	0	0%
Deferred	286	24%	270	22%	255	24%	17	31%	23	37%	27	36%

OSSLT - PE

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2015 - 2016 N = 976		2016 - 2017 N = 971		2017 - 2018 N = 997		2015 - 2016 N = 37		2016 - 2017 N = 45		2017 - 2018 N = 47	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	135	27%	150	32%	116	26%	5	28%	3	15%	8	30%
Not Successful	372	73%	321	68%	336	74%	13	72%	17	85%	19	70%
Fully Participating	507	52%	471	49%	452	45%	18	49%	20	44%	27	57%
Absent	81	8%	75	8%	85	9%	0	0%	3	7%	1	2%
Deferred	67	7%	59	6%	73	7%	3	8%	4	9%	49	9%
OSSLC	321	33%	366	38%	387	39%	16	43%	18	40%	15	32%

Note: Successful and Not Successful percentages are based on those Fully Participating.

Achievement Results Elementary Language Impairment

Appendix M

Reading Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LI					
	2015 - 2016 N = NP		2016 - 2017 N = 1,046		2017 - 2018 N = 1,064		2015 - 2016 N = NP		2016 - 2017 N = 70		2017 - 2018 N = 58	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	43	4%	47	4%	NP	NP	2	3%	0	0%
Level 3	NP	NP	431	41%	418	39%	NP	NP	28	40%	24	41%
Level 2	NP	NP	387	37%	403	38%	NP	NP	27	39%	26	45%
Level 1	NP	NP	70	7%	55	5%	NP	NP	5	7%	4	7%
NE 1	NP	NP	17	2%	17	2%	NP	NP	0	0%	1	2%
No Data	NP	NP	13	1%	14	1%	NP	NP	1	1%	0	0%
Exempt	NP	NP	85	8%	110	10%	NP	NP	7	10%	3	5%

Writing Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LI					
	2015 - 2016 N = NP		2016 - 2017 N = 1,046		2017 - 2018 N = 1,064		2015 - 2016 N = NP		2016 - 2017 N = 70		2017 - 2018 N = 58	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	4	<1%	6	1%	NP	NP	0	0%	0	0%
Level 3	NP	NP	569	54%	539	51%	NP	NP	34	49%	26	45%
Level 2	NP	NP	354	34%	368	35%	NP	NP	29	41%	28	48%
Level 1	NP	NP	16	2%	18	2%	NP	NP	1	1%	1	2%
NE 1	NP	NP	9	1%	16	2%	NP	NP	0	0%	1	2%
No Data	NP	NP	15	1%	16	2%	NP	NP	0	0%	0	0%
Exempt	NP	NP	79	8%	101	9%	NP	NP	6	9%	2	3%

Math Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LI					
	2015 - 2016 N = NP		2016 - 2017 N = 1,062		2017 - 2018 N = 1,083		2015 - 2016 N = NP		2016 - 2017 N = 70		2017 - 2018 N = 58	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	26	2%	30	3%	NP	NP	1	1%	0	0%
Level 3	NP	NP	300	28%	260	24%	NP	NP	13	19%	18	31%
Level 2	NP	NP	481	45%	475	44%	NP	NP	41	59%	18	31%
Level 1	NP	NP	145	14%	165	15%	NP	NP	8	11%	17	29%
NE 1	NP	NP	15	1%	44	4%	NP	NP	0	0%	3	5%
No Data	NP	NP	12	1%	13	1%	NP	NP	0	0%	0	0%
Exempt	NP	NP	83	8%	96	9%	NP	NP	7	10%	2	3%

Achievement Results Elementary Language Impairment

Appendix M

Reading Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LI					
	2015 - 2016 N = NP		2016 - 2017 N = 1,287		2017 - 2018 N = 1,245		2015 - 2016 N = NP		2016 - 2017 N = 60		2017 - 2018 N = 90	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	20	2%	15	1%	NP	NP	0	0%	0	0%
Level 3	NP	NP	597	46%	583	47%	NP	NP	18	30%	27	30%
Level 2	NP	NP	541	42%	505	41%	NP	NP	37	62%	55	61%
Level 1	NP	NP	35	3%	52	4%	NP	NP	2	3%	5	6%
NE 1	NP	NP	7	1%	10	1%	NP	NP	0	0%	0	0%
No Data	NP	NP	11	1%	11	1%	NP	NP	1	2%	2	2%
Exempt	NP	NP	76	6%	69	6%	NP	NP	2	3%	1	1%

Writing Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LI					
	2015 - 2016 N = NP		2016 - 2017 N = 1,287		2017 - 2018 N = 1,245		2015 - 2016 N = NP		2016 - 2017 N = 60		2017 - 2018 N = 90	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	33	3%	41	3%	NP	NP	1	2%	1	1%
Level 3	NP	NP	644	50%	588	47%	NP	NP	28	47%	32	36%
Level 2	NP	NP	489	38%	486	39%	NP	NP	25	42%	50	56%
Level 1	NP	NP	24	2%	37	3%	NP	NP	3	5%	4	4%
NE 1	NP	NP	11	1%	10	1%	NP	NP	0	0%	0	0%
No Data	NP	NP	11	1%	14	1%	NP	NP	1	2%	2	2%
Exempt	NP	NP	75	6%	69	6%	NP	NP	2	3%	1	1%

Math Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LI					
	2015 - 2016 N = NP		2016 - 2017 N = 1,287		2017 - 2018 N = 1,245		2015 - 2016 N = NP		2016 - 2017 N = 60		2017 - 2018 N = 90	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	25	2%	12	1%	NP	NP	0	0%	1	1%
Level 3	NP	NP	161	13%	145	12%	NP	NP	8	13%	6	7%
Level 2	NP	NP	390	30%	344	28%	NP	NP	17	28%	26	29%
Level 1	NP	NP	605	47%	630	51%	NP	NP	31	52%	51	57%
NE 1	NP	NP	18	1%	27	2%	NP	NP	2	3%	3	3%
No Data	NP	NP	9	1%	15	1%	NP	NP	0	0%	2	2%
Exempt	NP	NP	79	6%	72	6%	NP	NP	2	3%	1	1%

Achievement Results Gr. 9

Language Impairment

Appendix M

Grade 9 - Academic

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Language Impairment					
	2015 - 2016 N = 272		2016 - 2017 N = 239		2017 - 2018 N = 242		2015 - 2016 N = 9		2016 - 2017 N = 6		2017 - 2018 N = 8	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	4	1%	13	5%	13	5%	0	0%	0	0%	0	0%
Level 3	177	65%	147	62%	143	59%	7	78%	5	83%	3	38%
Level 2	58	21%	48	20%	51	21%	0	0%	1	17%	3	38%
Level 1	29	11%	24	10%	30	12%	2	22%	0	0%	2	25%
Below Level 1	1	<1%	5	2%	4	2%	0	0%	0	0%	0	0%
No Data	3	1%	2	1%	1	<1%	0	0%	0	0%	0	0%

Grade 9 - Applied

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Language Impairment					
	2015 - 2016 N = 845		2016 - 2017 N = 679		2017 - 2018 N = 677		2015 - 2016 N = 34		2016 - 2017 N = 43		2017 - 2018 N = 42	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	54	6%	45	7%	50	7%	1	3%	4	9%	4	10%
Level 3	245	29%	167	25%	192	28%	13	38%	12	28%	12	29%
Level 2	332	39%	263	39%	214	32%	14	41%	14	33%	11	26%
Level 1	156	18%	147	22%	159	23%	4	12%	9	21%	11	26%
Below Level 1	45	5%	38	6%	48	7%	1	3%	4	9%	2	5%
No Data	13	2%	19	3%	14	2%	1	3%	0	0%	2	5%

Achievement Results OSSLT Language Impairment

Appendix M

OSSLT - FTE

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Language Impairment					
	2015 - 2016 N = 1,184		2016 - 2017 N = 1,221		2017 - 2018 N = 1,069		2015 - 2016 N = 53		2016 - 2017 N = 47		2017 - 2018 N = 63	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	503	56%	502	53%	368	46%	13	39%	14	50%	11	31%
Not Successful	388	44%	441	47%	438	54%	20	61%	14	50%	24	69%
Fully Participating	891	75%	943	77%	806	75%	33	62%	28	60%	35	56%
Absent	7	1%	8	1%	8	1%	0	0%	0	0%	0	0%
Deferred	286	24%	270	22%	255	24%	20	38%	19	40%	28	44%

OSSLT - PE

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Language Impairment					
	2015 - 2016 N = 976		2016 - 2017 N = 971		2017 - 2018 N = 997		2015 - 2016 N = 40		2016 - 2017 N = 39		2017 - 2018 N = 53	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	135	27%	150	32%	116	26%	5	25%	3	14%	5	19%
Not Successful	372	73%	321	68%	336	74%	15	75%	19	86%	21	81%
Fully Participating	507	52%	471	49%	452	45%	20	50%	22	56%	26	49%
Absent	81	8%	75	8%	85	9%	2	5%	1	3%	1	2%
Deferred	67	7%	59	6%	73	7%	2	5%	5	13%	6	11%
OSSLC	321	33%	366	38%	387	39%	16	40%	11	28%	20	38%

Note: Successful and Not Successful percentages are based on those Fully Participating.

Achievement Results Elementary Learning Disability

Appendix N

Reading Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LD					
	2015 - 2016 N = NP		2016 - 2017 N = 1,046		2017 - 2018 N = 1,064		2015 - 2016 N = NP		2016 - 2017 N = 12		2017 - 2018 N = 39	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	43	4%	47	4%	NP	NP	0	0%	4	10%
Level 3	NP	NP	431	41%	418	39%	NP	NP	5	42%	19	49%
Level 2	NP	NP	387	37%	403	38%	NP	NP	6	50%	13	33%
Level 1	NP	NP	70	7%	55	5%	NP	NP	1	8%	1	3%
NE 1	NP	NP	17	2%	17	2%	NP	NP	0	0%	1	3%
No Data	NP	NP	13	1%	14	1%	NP	NP	0	0%	1	3%
Exempt	NP	NP	85	8%	110	10%	NP	NP	0	0%	0	0%

Writing Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LD					
	2015 - 2016 N = NP		2016 - 2017 N = 1,046		2017 - 2018 N = 1,064		2015 - 2016 N = NP		2016 - 2017 N = 12		2017 - 2018 N = 39	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	4	<1%	6	1%	NP	NP	0	0%	1	3%
Level 3	NP	NP	569	54%	539	51%	NP	NP	9	75%	25	64%
Level 2	NP	NP	354	34%	368	35%	NP	NP	2	17%	11	28%
Level 1	NP	NP	16	2%	18	2%	NP	NP	0	0%	1	3%
NE 1	NP	NP	9	1%	16	2%	NP	NP	1	8%	0	0%
No Data	NP	NP	15	1%	16	2%	NP	NP	0	0%	1	3%
Exempt	NP	NP	79	8%	101	9%	NP	NP	0	0%	0	0%

Math Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LD					
	2015 - 2016 N = NP		2016 - 2017 N = 1,062		2017 - 2018 N = 1,083		2015 - 2016 N = NP		2016 - 2017 N = 13		2017 - 2018 N = 41	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	26	2%	30	3%	NP	NP	1	8%	0	0%
Level 3	NP	NP	300	28%	260	24%	NP	NP	3	23%	13	32%
Level 2	NP	NP	481	45%	475	44%	NP	NP	8	62%	20	49%
Level 1	NP	NP	145	14%	165	15%	NP	NP	1	8%	6	15%
NE 1	NP	NP	15	1%	44	4%	NP	NP	0	0%	1	2%
No Data	NP	NP	12	1%	13	1%	NP	NP	0	0%	1	2%
Exempt	NP	NP	83	8%	96	9%	NP	NP	0	0%	0	0%

Achievement Results Elementary Learning Disability

Appendix N

Reading Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LD					
	2015 - 2016 N = NP		2016 - 2017 N = 1,287		2017 - 2018 N = 1,245		2015 - 2016 N = NP		2016 - 2017 N = 178		2017 - 2018 N = 171	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	20	2%	15	1%	NP	NP	2	1%	1	1%
Level 3	NP	NP	597	46%	583	47%	NP	NP	98	55%	90	53%
Level 2	NP	NP	541	42%	505	41%	NP	NP	68	38%	66	39%
Level 1	NP	NP	35	3%	52	4%	NP	NP	5	3%	9	5%
NE 1	NP	NP	7	1%	10	1%	NP	NP	1	1%	1	1%
No Data	NP	NP	11	1%	11	1%	NP	NP	3	2%	2	1%
Exempt	NP	NP	76	6%	69	6%	NP	NP	1	1%	2	1%

Writing Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LD					
	2015 - 2016 N = NP		2016 - 2017 N = 1,287		2017 - 2018 N = 1,245		2015 - 2016 N = NP		2016 - 2017 N = 178		2017 - 2018 N = 171	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	33	3%	41	3%	NP	NP	5	3%	4	2%
Level 3	NP	NP	644	50%	588	47%	NP	NP	89	50%	85	50%
Level 2	NP	NP	489	38%	486	39%	NP	NP	76	43%	70	41%
Level 1	NP	NP	24	2%	37	3%	NP	NP	2	1%	4	2%
NE 1	NP	NP	11	1%	10	1%	NP	NP	2	1%	3	2%
No Data	NP	NP	11	1%	14	1%	NP	NP	3	2%	3	2%
Exempt	NP	NP	75	6%	69	6%	NP	NP	1	1%	2	1%

Math Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LD					
	2015 - 2016 N = NP		2016 - 2017 N = 1,287		2017 - 2018 N = 1,245		2015 - 2016 N = NP		2016 - 2017 N = 178		2017 - 2018 N = 171	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	25	2%	12	1%	NP	NP	1	1%	1	1%
Level 3	NP	NP	161	13%	145	12%	NP	NP	22	12%	25	15%
Level 2	NP	NP	390	30%	344	28%	NP	NP	61	34%	50	29%
Level 1	NP	NP	605	47%	630	51%	NP	NP	86	48%	90	53%
NE 1	NP	NP	18	1%	27	2%	NP	NP	3	2%	1	1%
No Data	NP	NP	9	1%	15	1%	NP	NP	3	2%	2	1%
Exempt	NP	NP	79	6%	72	6%	NP	NP	2	1%	2	1%

Achievement Results Gr. 9

Appendix N

Learning Disability

Grade 9 - Academic

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Learning Disability					
	2015 - 2016 N = 272		2016 - 2017 N = 239		2017 - 2018 N = 242		2015 - 2016 N = 80		2016 - 2017 N = 65		2017 - 2018 N = 54	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	4	1%	13	5%	13	5%	0	0%	2	3%	1	2%
Level 3	177	65%	147	62%	143	59%	55	69%	45	69%	26	48%
Level 2	58	21%	48	20%	51	21%	16	20%	12	18%	17	31%
Level 1	29	11%	24	10%	30	12%	9	11%	5	8%	8	15%
Below Level 1	1	<1%	5	2%	4	2%	0	0%	1	2%	2	4%
No Data	3	1%	2	1%	1	<1%	0	0%	0	0%	0	0%

Grade 9 - Applied

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Learning Disability					
	2015 - 2016 N = 845		2016 - 2017 N = 679		2017 - 2018 N = 677		2015 - 2016 N = 264		2016 - 2017 N = 201		2017 - 2018 N = 179	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	54	6%	45	7%	50	7%	20	8%	16	8%	11	6%
Level 3	245	29%	167	25%	192	28%	80	30%	48	24%	48	27%
Level 2	332	39%	263	39%	214	32%	94	36%	81	40%	55	31%
Level 1	156	18%	147	22%	159	23%	47	18%	45	22%	45	25%
Below Level 1	45	5%	38	6%	48	7%	19	7%	9	4%	15	8%
No Data	13	2%	19	3%	14	2%	4	2%	2	1%	5	3%

Achievement Results OSSLT

Learning Disability

Appendix N

OSSLT - FTE

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Learning Disability					
	2015 - 2016 N = 1,184		2016 - 2017 N = 1,221		2017 - 2018 N = 1,069		2015 - 2016 N = 445		2016 - 2017 N = 422		2017 - 2018 N = 333	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	503	56%	502	53%	368	46%	181	56%	174	52%	117	45%
Not Successful	388	44%	441	47%	438	54%	144	44%	161	48%	141	55%
Fully Participating	891	75%	943	77%	806	75%	325	73%	335	79%	258	77%
Absent	7	1%	8	1%	8	1%	2	<1%	1	<1%	2	1%
Deferred	286	24%	270	22%	255	24%	118	27%	86	20%	73	22%

OSSLT - PE

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Learning Disability					
	2015 - 2016 N = 976		2016 - 2017 N = 971		2017 - 2018 N = 997		2015 - 2016 N = 398		2016 - 2017 N = 378		2017 - 2018 N = 344	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	135	27%	150	32%	116	26%	64	29%	66	35%	40	25%
Not Successful	372	73%	321	68%	336	74%	155	71%	125	65%	120	75%
Fully Participating	507	52%	471	49%	452	45%	219	55%	191	51%	160	47%
Absent	81	8%	75	8%	85	9%	32	8%	24	6%	24	7%
Deferred	67	7%	59	6%	73	7%	26	7%	16	4%	17	5%
OSSLC	321	33%	366	38%	387	39%	121	30%	147	39%	143	42%

Note: Successful and Not Successful percentages are based on those Fully Participating.

Empower Reading 2017-18

Empower Reading™ is an evidence-based reading intervention program, which was developed by the Learning Disabilities Research Program at the Hospital for Sick Children. This program is based on 25 years of research in Canada and the United States.

The TCDSB has continued to offer Empower as an intervention for students in grades 2-5 who have demonstrated significant difficulties in decoding and spelling.

Since 2013-14, TCDSB has also offered both a decoding and spelling program for students in grades 6-8, as well as a program focused on comprehension and vocabulary for students in grades 2-5.

In 2017-18, 374 students participated in the Gr. 2-5 Decoding/Spelling (DS) program, 118 students in the Gr. 2-5 Comprehension/Vocabulary (CV) program, and 12 students participated in the Gr. 6-8 Decoding/Spelling (DS) program. Currently (2018-2019) TCDSB has 59 active locations/schools providing Empower with many locations offering multiple programs.

It should be noted that participation in the Grade 2-5 DS program was much higher for grade 2 and 3 students (grade 2, n=145; grade 3, n=146) than grade 4 and 5 students (grade 4, n=49; grade 5, n =34)

Student performance has been measured in all programs through assessments of literacy that are appropriate to the specific decoding or comprehension intervention.

This report summarizes research results indicating positive outcomes for students in all three interventions and reports from teacher interviews on the efficacy of Empower.

1. Results for students in Gr. 2-5 Decoding/Spelling indicate that:

- Students in all grade levels improved on the Letter-Sound test whereby they answered almost all of the items correctly in June.
- Students in all grades also improved on the Sound Combinations tests, whereby they answered over 75% of the items correctly in June.
- Grade two students made the largest gains.

- All decoding and word recognition measures were provided by SickKids: students answered at least 90% of the items correctly on the “KeyWords” test (words which are emphasized in Empower) and student mean scores ranged from 67% to 76% in June on the “Challenge Words” test (which requires students to generalize their decoding skills to new words).
 - Phonemic awareness improves over the school year for Empower students in all grades. The Blending and Segmenting Assessment (TCDSB phonemic awareness measures), with students answering up to 92% of items correctly on the Blending items and 85% of the Segmenting items by June.
 - The Running Record (TCDSB measure). On average students were well below grade level at the beginning of the program and improvement was observed by June. (For example, in the fall 96% of grade 2 students and 94% of grade 3 students had instructional Running Record results which were one or two years below grade level. However, by Spring 50% of both grade 2 and 3 students were reading at grade level).
 - Students improve on all measures focused on letter-sound recognition, word recognition and phonemic awareness which are all skills emphasized in Empower decoding and spelling.
 - While Running Record results indicate similar improvement in decoding, there are many students who are still behind grade level and may need further support after they complete Empower
 - Results presented here are consistent with those presented in other years, suggesting that Empower decoding/spelling is consistent in improving students’ reading skills.
 - Results from transfer students in Hub schools are similar to those from other Empower students in the same schools.
2. **Results for students in Gr. 6-8 Decoding/Spelling and Gr. 2-5 Comprehension/Vocabulary indicate that:**
- **Gr. 6-8 Decoding/Spelling:** It should be noted that there was a small sample size as only 12 students participated in Gr. 6-8 Decoding and Spelling.

- These results on their own are not adequate to demonstrate effectiveness of Empower. However, they do replicate earlier work based on a larger, more representative sample.
- Results from the SickKids Blending and Segmenting, and Running Record tests indicate improvement over the course of the intervention.
- **Gr. 2-5 Comprehension/Vocabulary:** Students improved on the Running Record scores, in both decoding and comprehension. The Quick Comprehension Analysis (QCA) also suggests that students improve in accurate and fluent reading as well as comprehension.
- In addition, comprehension teachers completed an exit survey at the end of instruction suggesting that students improved on all the comprehension strategies taught in Empower.

3. **Motivation to Read:**

- Teachers indicate that students who receive Empower become more motivated to participate in class and enjoy reading more.
- In order to document these changes, 54 students in selected Gr. 2-5 Decoding and Comprehension classes were administered interviews and surveys on their motivation to read. The Motivation to Read protocol was administered near the beginning of Empower (October, 2017) and then again towards the end of Empower intervention (May, 2018)
- The majority of students had a good understanding of the value of reading, regardless of the program and thought that Empower helped them in various aspects of literacy.
- Students generally thought that reading was valuable to get better grades and do well in school, as well as to perform adult tasks and get better jobs.
- The majority of decoding students knew the names of the decoding strategies and also thought that Empower helped them in vocabulary, writing and interest in reading.

- Comprehension students generally thought that Empower helped them with improved vocabulary, writing, and interest but generally not to the same extent as decoding students.

4. Longer term (3 to 4-year Post-Intervention)

Student performance on Canadian Achievement Test (CAT) and EQAO was analyzed:

- Students who take CAT tests after completing Empower have better results than those who take it beforehand.
- CAT results show after Empower more students received average or high stanine scores on the grade 5 than on the grade 2 test.
- Students who participated in Empower before taking Grade 3 EQAO had better scores than those who had Empower afterwards.
- While most students improve on the Board and Provincial measures, there is a proportion of students who will need further Special Education intervention. Empower teachers suggest that these students are often identified as having a Language Impairment or Learning Disability.
- Most students need continued reinforcement after Empower.

LEXIA Intervention (2017-18)

Lexia Reading is a web-based reading intervention that focuses on:

- Foundational reading development for students pre-K to Grade 5 (Lexia Core5), and
- Reading development for struggling readers in Grades 6-12 (Lexia PowerUp).

Lexia Core5 is an evidence-based individualized reading intervention that provides explicit, systematic, structured practice on the essential reading skills of:

- Phonological Awareness,
- Phonics,
- Structural Analysis,
- Automaticity/Fluency,
- Vocabulary, and
- Comprehension

Lexia PowerUp has students working online in three different instructional strands. The three strands are:

- Word Study
- Grammar, and
- Comprehension

The three strands improve student proficiency and independence in reading and understanding complex, authentic texts. In April 2018, Grade 5-8 student licenses were migrated to Lexia PowerUp. Most PowerUp licenses are beginning to be used in 2018-2019 school year.

Students practice and learn these skills by interacting with the online program, as well as by receiving teacher-led Lexia lessons and paper-based practice activities. Students can access Lexia Reading from school, home, public library, etc.

TCDSB implements Lexia as a Tier 2 and Tier 3 intervention to facilitate the development of reading skills for students. Through SBSLT endorsement, students are eligible for Lexia implementation if they are significantly below grade level in their reading skills, **AND** who are:

- identified as Exceptional (primarily LD or LI), **OR**
- assessed as LD or LI or referred for assessment, **OR**
- discussed by SBSLT and have an IEP

The Lexia Reading software also delivers norm-referenced performance data and analysis for each individual student, through the software application. Teachers use the data to track achievement and tailor instruction.

Students currently enrolled in *Empower™ Reading: Decoding and Spelling* are not eligible for Lexia Reading implementation. However, former Empower students who require additional support are eligible if endorsed by SBSLT.

In the Fall of 2017-18 schools were invited to apply for their eligible students. 285 centrally available licenses were distributed to students with LD or LI learning profile or identification (approximately 52 schools received licenses). In late September 2017, 285 licenses were distributed and training was provided by Lexia to teachers who would be using the program throughout the year. In October 2017, approximately 85 teachers and 8 APTs participated in that training.

In September 2018, a teacher survey was conducted and teachers using Lexia were asked to fill it out. Results are below:

- 58 teachers completed the survey – however, not all teachers responded to every question.
- 14 teachers started using the software during/before the 2015-2016 school year (24%)
- 23 teachers started using the software during the 2017-18 school year (40%)
- Almost three quarters of teachers responding attended the September 2017 training session (74%)
- More than half of the teachers responding access on-demand training videos (57%)
- Most students who use the program are in the Junior division and have an identification of LD or LI
- Almost half of teachers responding indicate their students gained

3 or 4 levels (45%) and over one fifth gained 5 or more levels (22%)

- Fewer than one third of teachers report difficulties using the software (29%)
- Most teachers report that the software is effective or very effective supporting student reading decoding skills (93%)
- And almost all teachers reported that the software is useful or very useful (95%)
- The greatest student gains were reported to be in the area of decoding skills. Teachers also reported large gains in terms of self-confidence, independence, reading fluency, and computer skills.