

STUDENT ACHIEVEMENT AND WELLBEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE REGULAR MEETING Public Session

AGENDA OCTOBER 5, 2017

Patrizia Bottoni, Chair
Trustee Ward 4

Barbara Poplawski, Vice Chair
Trustee Ward 10

Ann Andrachuk
Trustee Ward 2

Nancy Crawford
Trustee Ward 12

Frank D'Amico
Trustee Ward 6

Jo-Ann Davis
Trustee Ward 9

Rhea Carlisle
Student Trustee

Michael Del Grande
Trustee Ward 7

Angela Kennedy
Trustee Ward 11

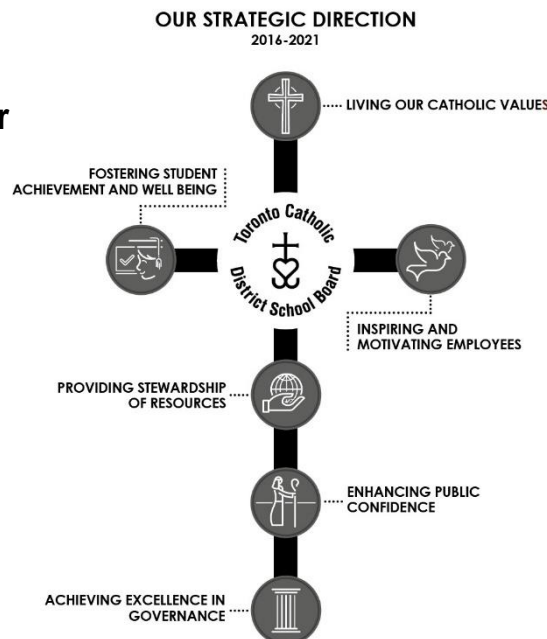
Joseph Martino
Trustee Ward 1

Sal Piccininni
Trustee Ward 3

Maria Rizzo
Trustee Ward 5

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
Asst. Recording Secretary: Karen Eastburn, 416-222-8282 Ext. 2298

Rory McGuckin
Director of Education

Angela Kennedy
Chair of the Board

**TERMS OF REFERENCE FOR THE
STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND
HUMAN RESOURCES COMMITTEE
(APPROVED BY BOARD JUNE 5, 2012)**

The Student Achievement and Well-Being, Catholic Education and Human Resources Committee shall have the responsibility for considering matters pertaining to:

Terms of reference:

- (a) The Multi-Year Strategic Plan in relation to Student Achievement and Well-Being, Catholic Education and Human Resources particularly focusing on the goals of the following pillars of the Multi-Year Strategic Plan: Living Our Values, Student Achievement and Well-Being and Inspired and Motivated Employees
- (b) Plans for the improvement of Student Achievement (Board Learning and Improvement Plans, School Learning and Improvement Plans)
- (c) Program alignment with Catholic Graduate Expectations
- (d) Building Catholic School Communities and strong relationships between School, Home and Church
- (e) Building Safe Schools and programs to support positive school climate
- (f) Program alignment with 21st Century learning fluencies as determined by program staff
- (g) Plans for Nurturing Our Catholic Community and the achievement of the aims and objectives of the Board in the area of Catholic Education
- (h) Program Reviews
- (i) Safe Schools Data
- (j) Continuing Education and Adult Education
- (k) Alternative Education
- (l) International Languages Programs
- (m) School Effectiveness Framework and School Reviews
- (n) System review to ascertain alignment with the deployment of Board resources
- (o) Student Achievement data (EQAO, PISA, local assessments)
- (p) Instructional leadership and practices
- (q) Equity and Inclusion Strategies
- (r) Professional Learning practices
- (s) Succession Planning
- (t) Collective Bargaining and Employee Relations
- (u) Advocacy and political action
- (v) Policy development and revision in the areas of responsibility of the Student Achievement and Well-Being, Catholic Education and Human Resources Committee
- (w) Any matter referred to the Student Achievement and Well-Being, Catholic Education and Human Resources Committee by the Board
- (x) Ratification of Principals, Vice-Principals and Supervisory Officers placement and transfers.

OUR MISSION

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OUR VISION

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through witness, faith, innovation and action.*



AGENDA THE REGULAR MEETING OF THE STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

PUBLIC SESSION

Patrizia Bottoni, Chair

Barbara Poplawski, Vice-Chair

Thursday, October 5, 2017

7:00 P.M.

	Pages
1. Call to Order	
2. Opening Prayer (Chair or designate)	
3. Singing of O Canada A Capella	
4. Roll Call & Apologies	
5. Approval of the Agenda	
6. Report from Private Session	
7. Declarations of Interest	
8. Approval & Signing of the Minutes of the Meeting held September 7, 2017 for Public Session	1 - 19
9. Delegations	
10. Consideration of Motions for which Previous Notice Has Been Given	
10.a From Trustee Del Grande regarding Procedures for dealing with Trustee Motions	20
11. Presentations	

12.	Notices of Motion	
13.	Consent and Review	
14.	Unfinished Business	
15.	Matters referred or deferred	
16.	Staff Reports	
16.a	Education Quality and Accountability (EQAO) Primary Division, Junior Division, Grade 9 and Ontario Secondary School Literacy Test (OSSLT) Assessment Results (Information)	21 - 30
16.b	Annual Report: International Language Programs in Toronto Catholic District School Board Elementary Schools (Information)	31 - 35
16.c	Update Report on the Pilot Project for Jump Mathematics 2016-2017 (Information)	36 - 43
16.d	Enrolment Status Report - To Be Distributed (Information)	
17.	Listing of Communications	
18.	Inquiries and Miscellaneous	
19.	Updating of Pending List	44
20.	Closing Prayer	
21.	Adjournment	

**MINUTES OF THE REGULAR MEETING OF THE
STUDENT ACHIEVEMENT AND WELL BEING CATHOLIC
EDUCATION AND HUMAN RESOURCES COMMITTEE**

HELD THURSDAY, SEPTEMBER 7, 2017

PUBLIC SESSION

PRESENT:

Trustees: P. Bottoni, Chair
B. Poplawski, Vice Chair
A. Andrachuk
N. Crawford
F. D'Amico
M. Del Grande
A. Kennedy
J. Martino
M. Rizzo
G. Tanuan

Student Trustees: R. Carlisle
J. Ndongmi

Staff: R. McGuckin
A. Sangiorgio
D. Koenig
P. Matthews
P. Aguiar
V. Burzotta
M. Caccamo
S. Campbell
F. Cifelli
N. D'Avella
P. De Cock
A. Della Mora
L. Di Marco

C. Fernandes
K. Malcolm
G. Iuliano Marrello
M. Puccetti
J. Shanahan
J. Yan

A. Robertson, Parliamentarian

S. Harris, Recording Secretary
C. Johnston, Acting Assistant Recording Secretary

4. Roll Call and Apologies

Apologies were tendered on behalf of Trustees Davis and Piccininni.

5. Oath of Office – Student Trustee Joel Ndongmi

Mr. Paul Matthews, Legal Counsel, administered the Oath of Office and the Oath of Allegiance to Joel Ndongmi, Student Trustee.

6. Approval of the Agenda

MOVED by Trustee Andrachuk, seconded by Trustee Kennedy, that the Agenda, as amended to move Item 17b) 21st Century Learning 2017 Annual Report after Item 11a) Lori Di Marco, Superintendent of Curriculum, Leadership and Innovation/ICT and Joe Russo, Program Coordinator, E-Learning, regarding 21st Century Learning and to include Inquiries from Trustees Andrachuk, Del Grande and Rizzo, be approved.

.

Results of the Vote taken as follows:

In favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 Del Grande
 Kennedy
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

7. Report from Private Session

MOVED by Trustee Poplawski, seconded by Trustee Kennedy, that all matters dealt with in PRIVATE Session regarding a legal opinion, framework of a Human Resources matter and the following three-point motion dealing with Villa Charities Inc. (VCI) and Toronto Catholic District School Board (TCDSB) partnership:

1. That the Director of Education be authorized to enter into an Amending Agreement with VCI to extend the due diligence date in the Agreement of Purchase and Sale between the two parties to January 31, 2018;
2. That the TCDSB and VCI engage in a meaningful and transparent community consultation process; and

3. That the TCDSB and VCI jointly retain an independent facilitator to assist with the community consultation process.

be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 Del Grande
 Kennedy
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

8. Declarations of Interest

There were no Declarations of Interest.

9. Approval and Signing of the Minutes

MOVED by Trustee Crawford, seconded by Trustee Andrachuk, that the Minutes of the Regular Meeting held May 31, 2017 for PUBLIC Session be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 Del Grande
 Kennedy
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

10. Delegations

MOVED by Trustee Kennedy, seconded by Trustee Del Grande, that Items 10a) and 10b) be adopted as follows:

10a) Kimberley Evans regarding Life Threatening Allergies in High School received and referred to staff to come back with a report as soon as possible.

&

10b) Hannah Grace Evans regarding Life Threatening Allergies in High School received and referred to staff to come back with a report as soon as possible.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
Del Grande
Kennedy
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

Staff was directed to include in the report the following:

1. The possibility of implementing an EpiPen centre;
2. Consultation with the Catholic Students Leadership Impact Team (CSLIT); and
3. A transition plan for students leaving Grade 8 and entering Grade 9

**11. Presentations
&
17. Staff Reports**

MOVED by Trustee Poplawski, seconded by Trustee Andrachuk, that Items 11a) and 17b) be adopted as follows:

- 11a) **Lori Di Marco, Superintendent of Curriculum, Leadership and Innovation/ICT and Joe Russo, Program Coordinator, E-Learning, regarding 21st Century Learning** received.
- &
- 17b) **21st Century Learning 2017 Annual Report** received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D'Amico
 Del Grande
 Kennedy
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Kennedy, that Item 11b) be adopted as follows:

- 11b) **Kevin Hodgkinson, General Manager, Toronto Student Transportation Group, regarding Student Transportation Update** received and referred to staff to come back with a report regarding the 7,000 non-qualifying students by ward and area.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D'Amico
 Del Grande
 Kennedy
 Martino
 Poplawski
 Tanuan

The Motion was declared

CARRIED

12. Notices of Motion

- 12a) Notice of Motion received from Trustee Del Grande regarding Procedure for dealing with Trustee Motions** will be considered at the October 5, 2017 Student Achievement and Wellbeing Catholic Education and Human Resources Committee Meeting.

13. Consideration of Motion for which Previous Notice has been given

- 13a) From Trustee Kennedy regarding the International Language Program (Notice of Motion submitted at the May 31, 2017 Student Achievement and Wellbeing, Catholic Education and Human Resources Committee Meeting)** withdrawn by Trustee Kennedy.

17. Staff Reports

MOVED by Trustee Del Grande, seconded by Trustee Poplawski, that Item 17a) be adopted as follows:

17a) Follow-up report regarding The Student Charter and Parent Charter of Principles received and that the charters be adopted.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Del Grande, that the following words be inserted prior to the last paragraph on pages 40 and 43:

Notwithstanding the rights or limitation as outlined in the Education Act
...

With the consent of the Committee, Trustee Kennedy withdrew her motion.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
D'Amico
Del Grande
Kennedy
Martino
Poplawski
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Andrachuk, that Item 17c) be adopted as follows:

17c) Community Engagement Annual Report 2016-17 received.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
D'Amico
Del Grande
Kennedy
Martino
Poplawski
Tanuan

The Motion was declared

CARRIED

19. Inquiries and Miscellaneous

There were several Inquiries namely:

- 19a) From Trustee Andrachuk regarding the Math Qualification of Teachers Hired** noted.
- 19b) From Trustee Andrachuk regarding New Curriculum and Report Cards** noted.

MOVED by Trustee Andrachuk, seconded by Trustee Rizzo, that Item 19c) be adopted as follows:

- 19c) From Trustee Andrachuk regarding Photographs taken by Catholic Parent Involvement Committee (CPIC) representative(s) at Board events** received and referred to staff to bring back a report regarding information on accessibility, ownership, costs, payment, permission, storage and usage of photographs taken by CPIC representative(s) at Board events.

Results of the Vote taken, as follows:

In favour

Trustees Andrachuk
Bottoni
Crawford
Kennedy
Martino
Rizzo
Tanuan

Opposed

D'Amico
Del Grande
Poplawski

The Motion was declared

CARRIED

- 19d) From Trustee Rizzo regarding Student Trustees' Attendance at PRIVATE Session noted.**

Staff was directed to ensure that Student Trustees receive all PRIVATE Agendas and that they are invited to all PRIVATE Sessions.

- 19e) From Trustee Del Grande regarding Update on Staff Commitment to Achieve 80% Math Scores for Applied Students noted.**

MOVED by Trustee Kennedy, seconded by Trustee Poplawski, that the meeting resolve into FULL BOARD to Rise and Report.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
D'Amico
Del Grande
Kennedy
Martino
Poplawski

Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Bottoni, seconded by Trustee Poplawski, that all items discussed in PUBLIC and PRIVATE Sessions be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
D'Amico
Del Grande
Kennedy
Martino
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Crawford, that the meeting resolve back into Student Achievement and Wellbeing, Catholic Education and Human Resources Committee Meeting.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
D'Amico
Del Grande
Kennedy
Martino
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

The Chair declared a five-minute recess.

The meeting reconvened with Trustee Poplawski in the Chair.

MOVED by Trustee Crawford, seconded by Trustee Andrachuk, that the meeting resolve back into PRIVATE Session.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D'Amico
 Del Grande
 Kennedy
 Martino
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

The PUBLIC Session reconvened with Trustee Poplawski in the Chair.

PRESENT:

Trustees:

B. Poplawski, Acting Chair
 P. Bottoni
 A. Andrachuk
 N. Crawford
 F. D'Amico
 M. Del Grande
 A. Kennedy
 M. Rizzo
 G. Tanuan

Staff: R. McGuckin
 A. Sangiorgio
 D. Koenig
 P. Matthews
 A. Della Mora
 J. Yan

A. Robertson, Parliamentarian

S. Harris, Recording Secretary
 C. Johnston, Acting Assistant Recording Secretary

MOVED by Trustee Andrachuk, seconded by Trustee Crawford, that the meeting resolve into FULL BOARD to Rise and Report.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D'Amico
 Kennedy
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Poplawski, seconded by Trustee Bottoni, that all matters discussed in PRIVATE and DOUBLE PRIVATE Sessions, regarding an update on a legal Human Resources issue, a verbal report from the Director of Education on a school situation and an update on a Senior Staff Human Resource matter, be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D'Amico
 Kennedy
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Crawford, that the meeting resolve back into Student Achievement and Wellbeing, Catholic Education and Human Resources Committee Meeting.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D'Amico
 Kennedy
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

22. Adjournment

MOVED by Trustee Andrachuk, seconded by Trustee Crawford, that the meeting adjourn.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D'Amico

Kennedy
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

SECRETARY

CHAIR



MIKE DEL GRANDE

Trustee, Ward 7

Email: Mike.DelGrande@tcdsb.org

Voicemail/Fax: (416) 512-3407

To: STUDENT ACHIEVEMENT – THURSDAY, SEPTEMBER 7, 2017

From: Mike Del Grande Trustee, Ward 7

Subject: Consideration of Motion – Procedure for Dealing with Trustee Motions

MOVED BY: Mike Del Grande, Toronto Catholic District School Board (TCDSB)

WHEREAS: Trustees are the elected representatives of the TCDSB who have policy making responsibilities and,

WHEREAS: Staff are responsible for providing advice to assist Trustees in developing those policies and,

WHEREAS: Trustees can accept or reject those staff recommendations when developing policy and,

WHEREAS: Policy making can come by “Notice of Motion” procedure which in an open and transparent organization come by way of Public Board Agenda and,

WHEREAS: It has been the unauthorized practice of staff to decide whether an item is public or private without consultation of the Trustee Mover of a Motion and,

WHEREAS: This practice of non-accountability of staff to direct Trustee independence of governance.

BE IT RESOLVED THAT: Where staff wishes to change the placement or timing of a “Notice of Motion”, they will be required to provide a written explanation within 48 hours of the receipt of such notice that was sent to the Recording Secretary. All Trustees are to receive the explanation.

**Mike Del Grande
Trustee, Ward 7**



REPORT TO

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

EDUCATION QUALITY AND ACCOUNTABILITY (EQAO) PRIMARY DIVISION, JUNIOR DIVISION, GRADE 9 AND OSSLT ASSESSMENT RESULTS

“An intelligent heart acquires knowledge, and the ear of the wise seeks knowledge.” Proverbs 18-15

Created, Draft	First Tabling	Review
September 25, 2017	October 5, 2017	Click here to enter a date.
M. Vanayan, Senior Coordinator, Educational Research L. DiMarco, Superintendent of Curriculum, Leadership and Innovation G. Iuliano Marrello, Superintendent of Student Success		

INFORMATION REPORT

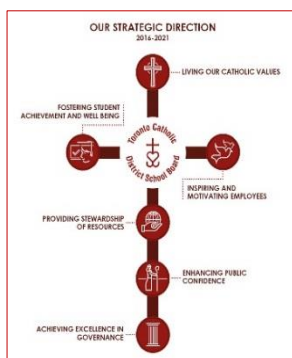
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We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

A. Sangiorgio
Associate Director
of Planning and Facilities

T.B.D.
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report summarizes the results of Toronto Catholic District School Board (TCDSB) student achievement on the 2016-2017 EQAO Assessments of Reading, Writing and Mathematics, Primary Division and Junior Division, the Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test (OSSLT). Literacy results are high, with improvements evident over the past five years, in both Grade 3 and Grade 6. In Primary and Junior, mathematics results remain low both in the Board and Province. At the secondary level, Grade 9 applied mathematics scores have shown improvement but continue to be low. In both Grade 9 academic mathematics and OSSLT, the Board mirrors the Province and maintains strong results. The EQAO results continue to point to mathematics and the applied level as an area of focus.

Cumulative staff time spent on this report was 20 hours.

B. PURPOSE

1. This report presents Provincial and TCDSB results on the Education Quality and Accountability Office (EQAO) Primary Division, Junior Division, Grade 9 Assessments and the OSSLT. School and Board results from all assessments are released on September 20, 2017.

C. BACKGROUND

1. The Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6) are administered to all Ontario students at the end of the primary division (Grade 3) and at the end of the junior division (Grade 6). The Grade 9 Assessment of Mathematics is administered to all Ontario students who are working toward their Grade 9 academic or applied mathematics credit. Students in the first-semester mathematics courses take the test in January; students in the second-semester or full-year mathematics courses take the test in June. The OSSLT is administered to all Grade 10 Ontario students working towards an Ontario Secondary School Diploma (OSSD) at the end of March or early April. Successful completion of the OSSLT is a requirement for the OSSD.
2. All assessments measure cumulative knowledge and skills and are based on the Ontario Curriculum. Achievement is reported according to the province's four

achievement levels for the Primary and Junior assessments, as well as, the Grade 9 assessments. The provincial standard is Level 3, which corresponds to a 70 to 79 per cent. On the OSSLT achievement is reported as “successful” or “unsuccessful”.

3. The EQAO assessments help to identify trends in student learning at the school, board and provincial levels, inform improvement planning, and strengthen accountability.

D. EVIDENCE/RESEARCH/ANALYSIS

1. PRIMARY DIVISION STUDENT RESULTS OVER TIME for TCDSB and Ontario

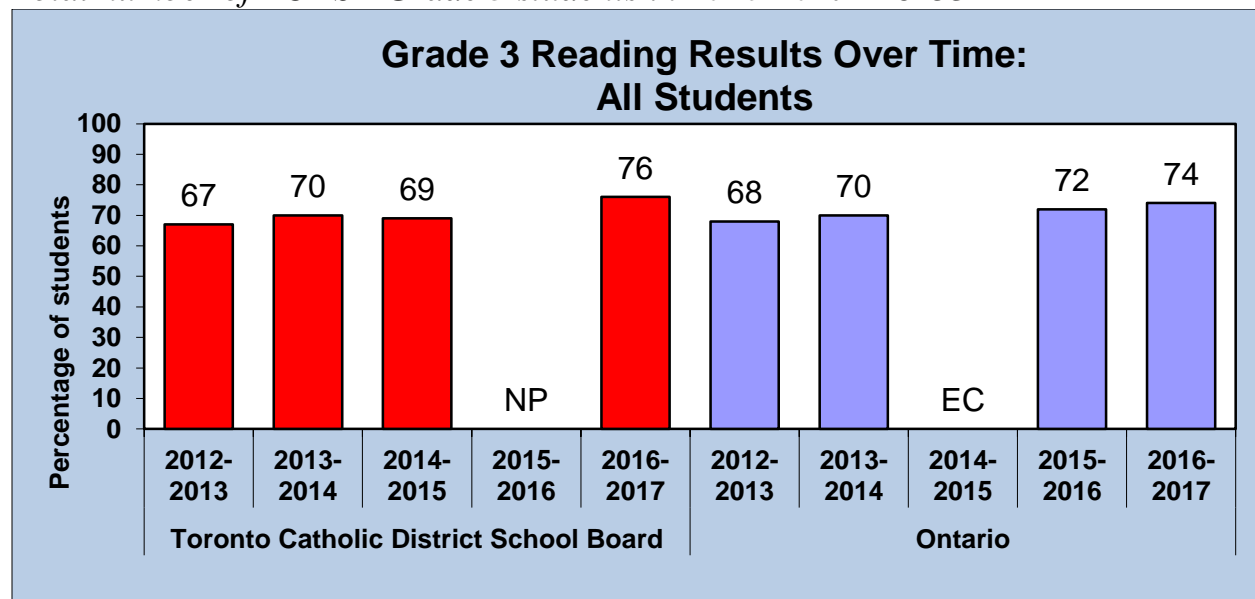
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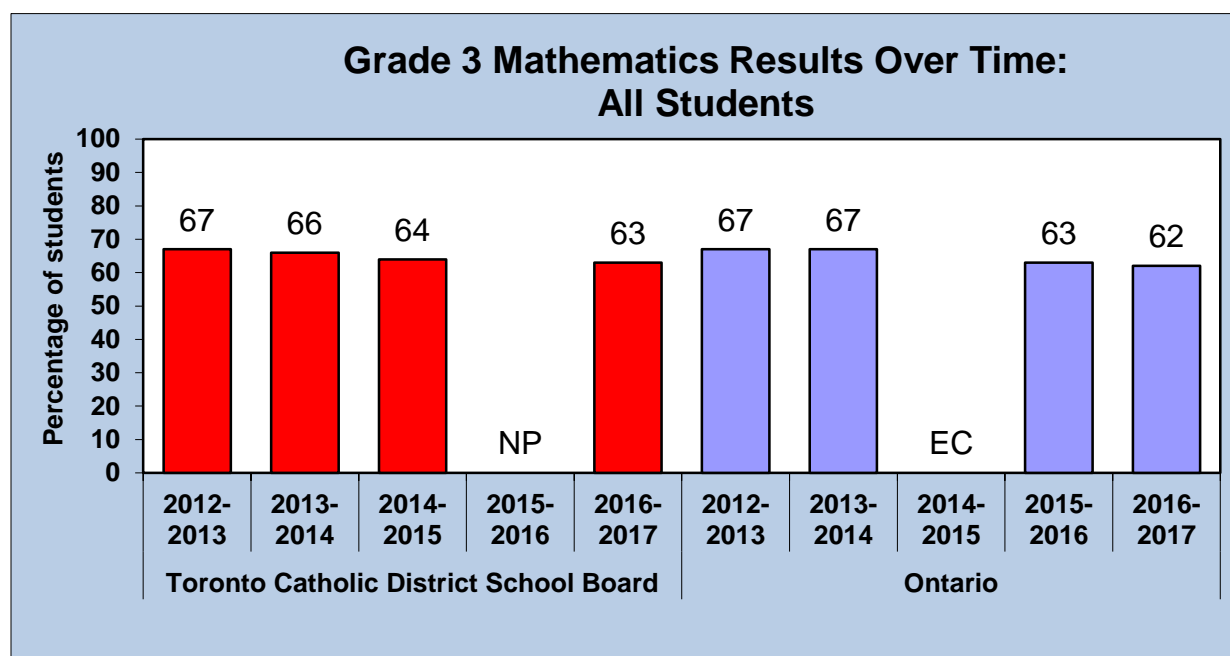
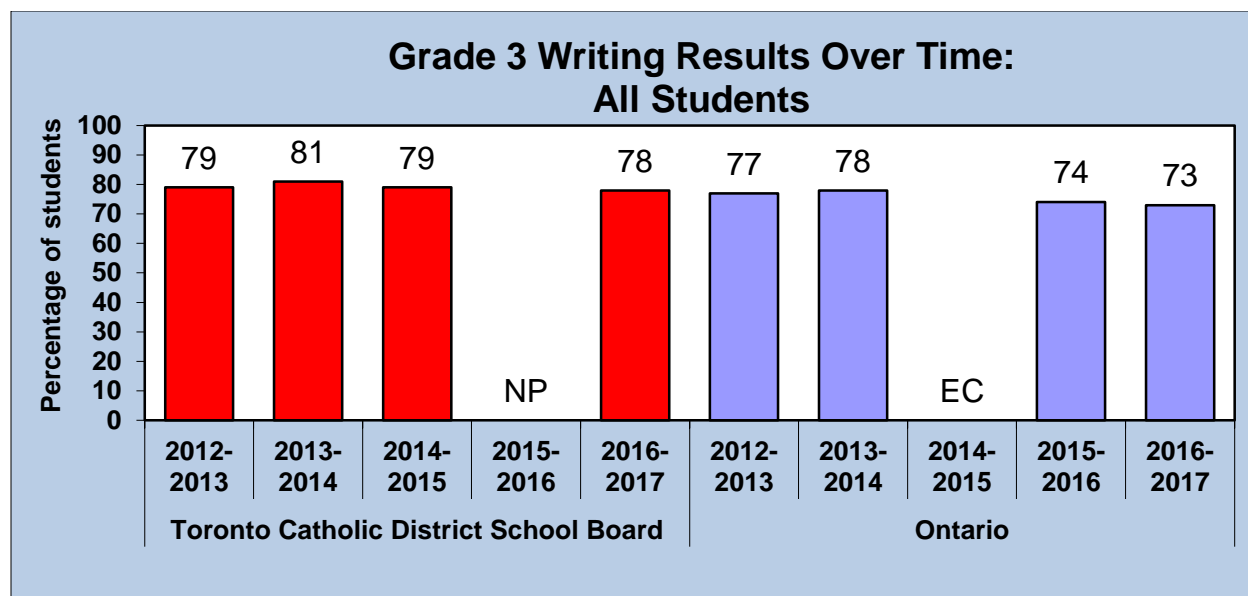
EC = Due to exceptional circumstances in 2015 (labour disruptions in a significant proportion of schools in Ontario), provincial data were not available.

NP = Elementary schools in the TCDSB did not participate in the 2016 assessments, due to ongoing labour issues.

Percentage at or above the provincial standard – Levels 3 and 4

Total number of TCDSB Grade 3 students in 2016-2017 = 6153





Over the past five years, the percentage of Grade 3 students who performed at or above the provincial standard:

- increased from 67% to 76% in reading in the TCDSB, increased from 68% to 74% in Ontario;
- remained relatively stable in writing in the TCDSB (this year at 78%) and, decreased from 77% to 73% in Ontario; and,
- decreased from 67% to 62% in math in both the TCDSB and Ontario.

There has been a steady improvement in the Board and Province primary reading results. TCDSB results for primary writing have been relatively stable over the past 5 years, while primary writing results for Ontario have decreased. Currently, the Board results for primary reading and writing are above Provincial results. Primary mathematics results decreased in both the TCDSB and Ontario, and Board mathematics results are consistent with the Province.

2. JUNIOR DIVISION STUDENT RESULTS OVER TIME for TCDSB and Ontario

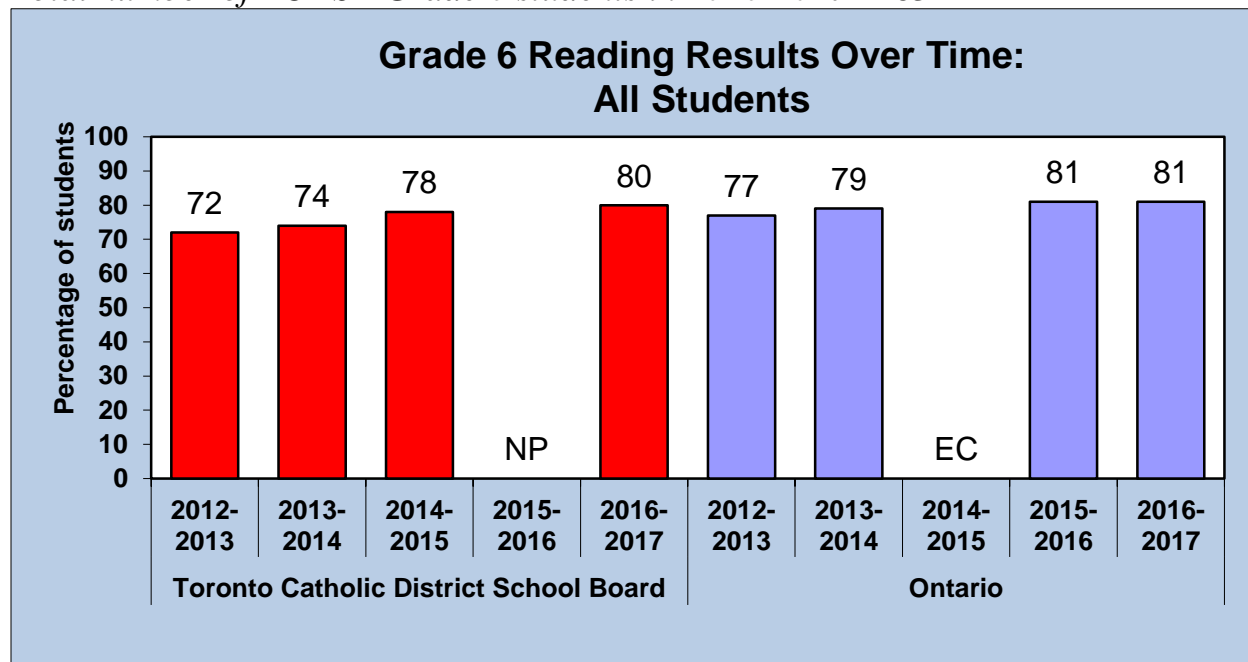
NOTE:

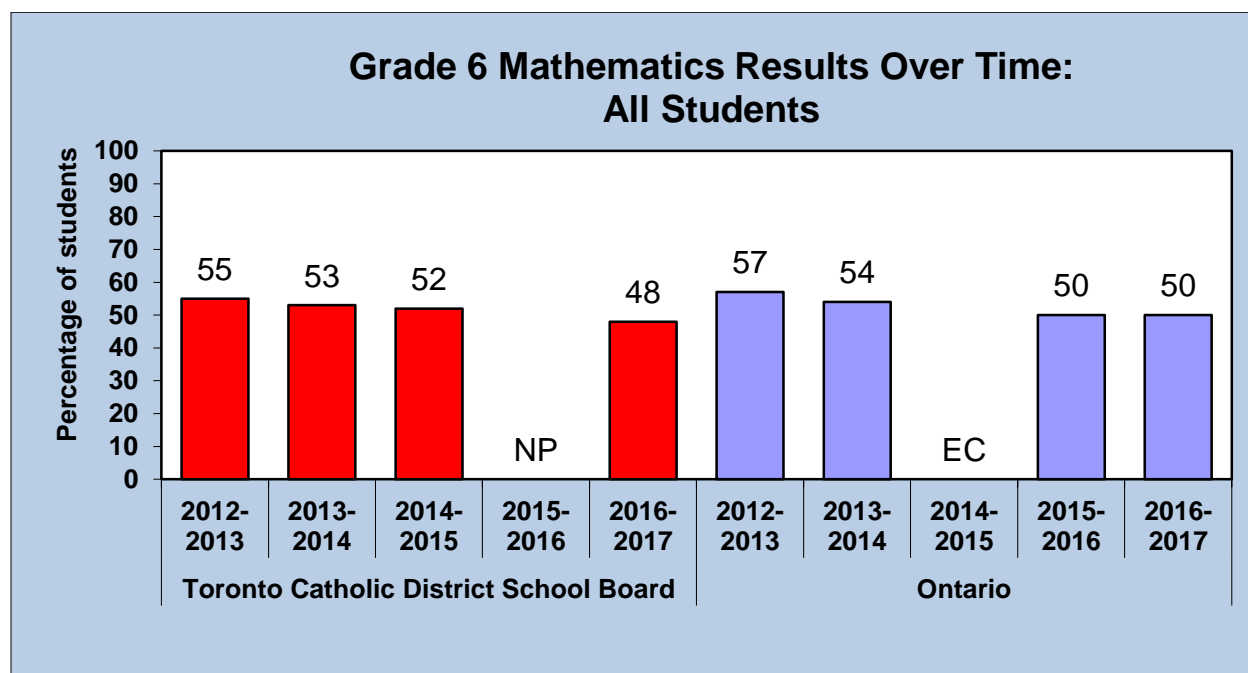
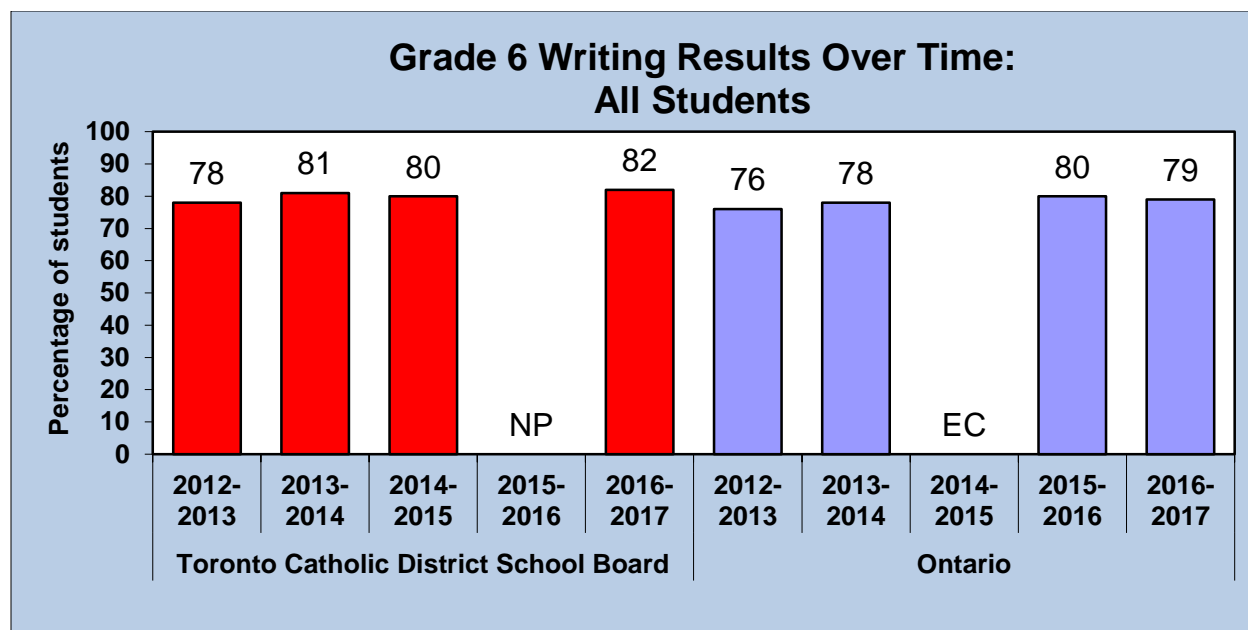
EC = Due to exceptional circumstances in 2015 (labour disruptions in a significant proportion of schools in Ontario), provincial data were not available.

NP = Elementary schools in the TCDSB did not participate in the 2016 assessments, due to ongoing labour issues.

Percentage at or above the provincial standard – Levels 3 and 4

Total number of TCDSB Grade 6 students in 2016-2017 = 6322





Over the past five years, the percentage of Grade 6 students who performed at or above the provincial standard

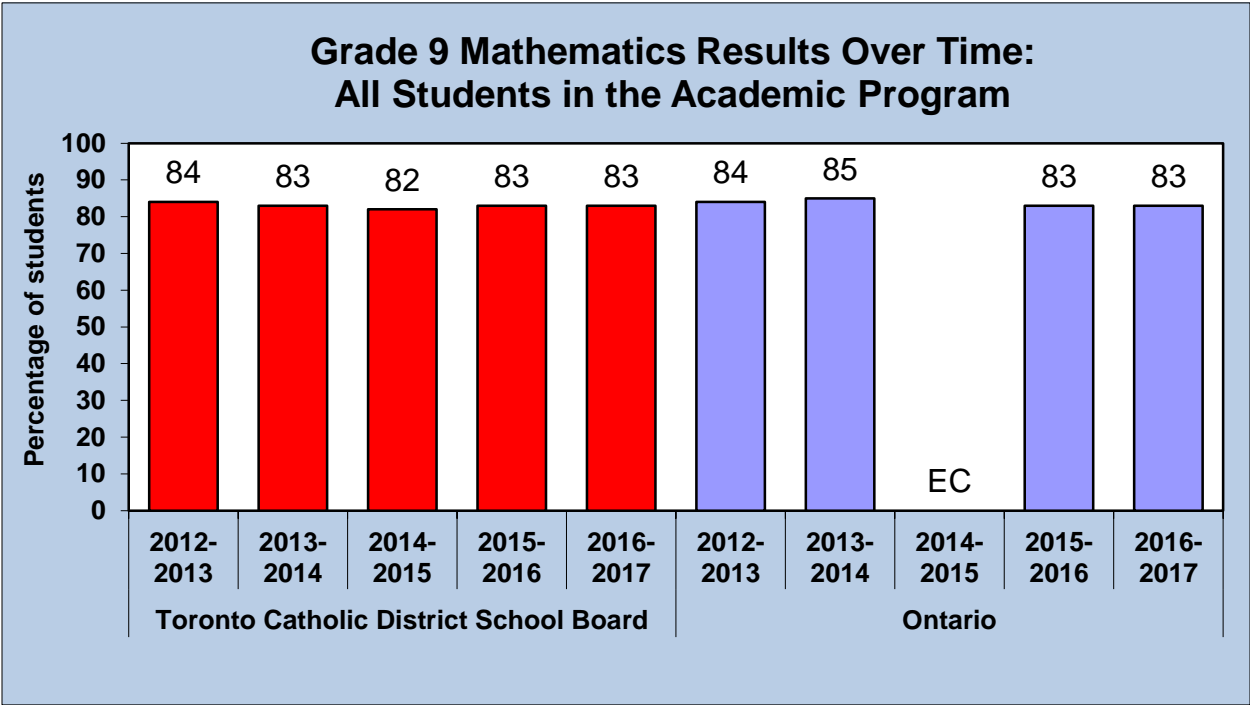
- increased from 72% to 80% in reading in the TCDSB; increased from 77% to 81% in Ontario
- increased from 78% to 82% in writing in the TCDSB; increased from 76% to 79% in Ontario, and,
- decreased from 55% to 48% in math in the TCDSB; decreased from 57% to 50% in Ontario.

TCDSB and Ontario results in junior reading and writing are high and have improved over the past five years. In reading, results for TCDSB students are consistent with results for all students in Ontario. In writing, results for TCDSB students remain higher than Ontario results. Junior mathematics results have decreased in both the Board and the Province.

3. GRADE 9 MATHEMATICS RESULTS OVER TIME for TCDSB and Ontario

NOTE:
 EC = Due to exceptional circumstances in 2015 (labour disruptions in a significant proportion of schools in Ontario), provincial data were not available.

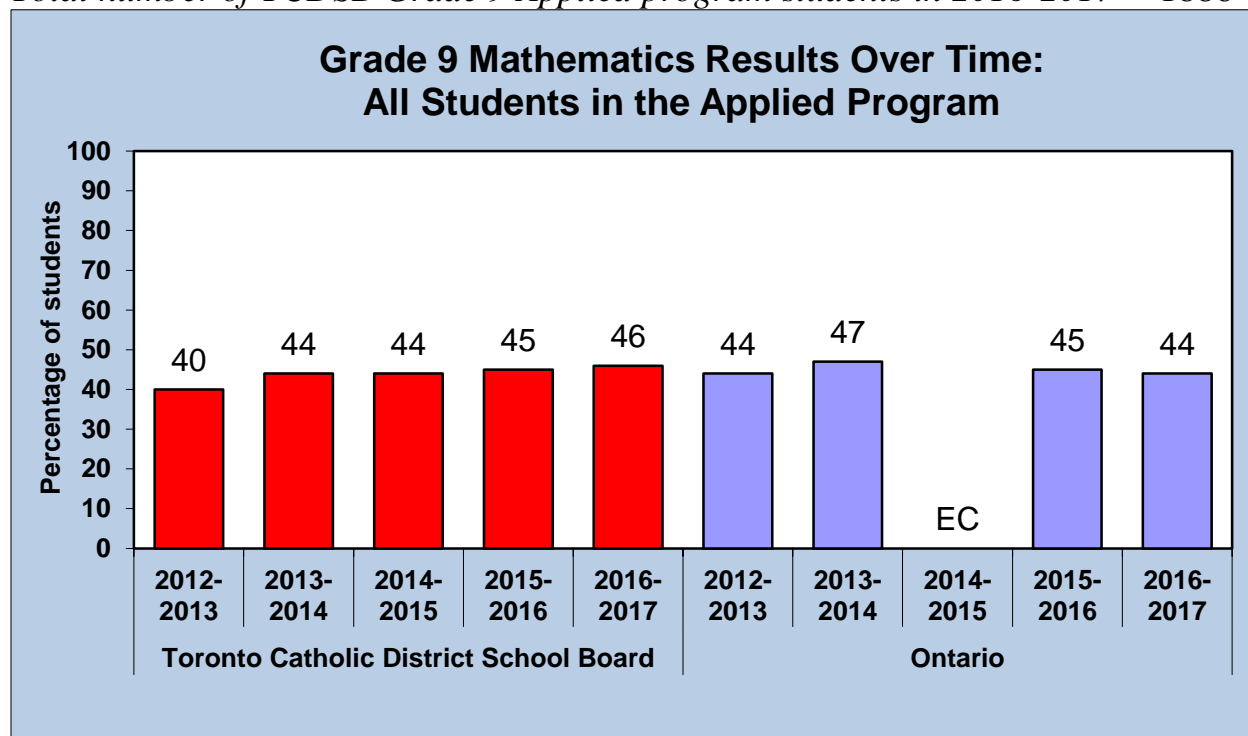
ACADEMIC PROGRAM
 Percentage at or above the provincial standard – Levels 3 and 4
Total number of TCDSB Grade 9 Academic Program students in 2016-2017 = 4571



APPLIED PROGRAM

Percentage at or above the provincial standard – Levels 3 and 4

Total number of TCDSB Grade 9 Applied program students in 2016-2017 = 1886



Over the past five years, in Grade 9 math, the percentage of students at or above the provincial standard:

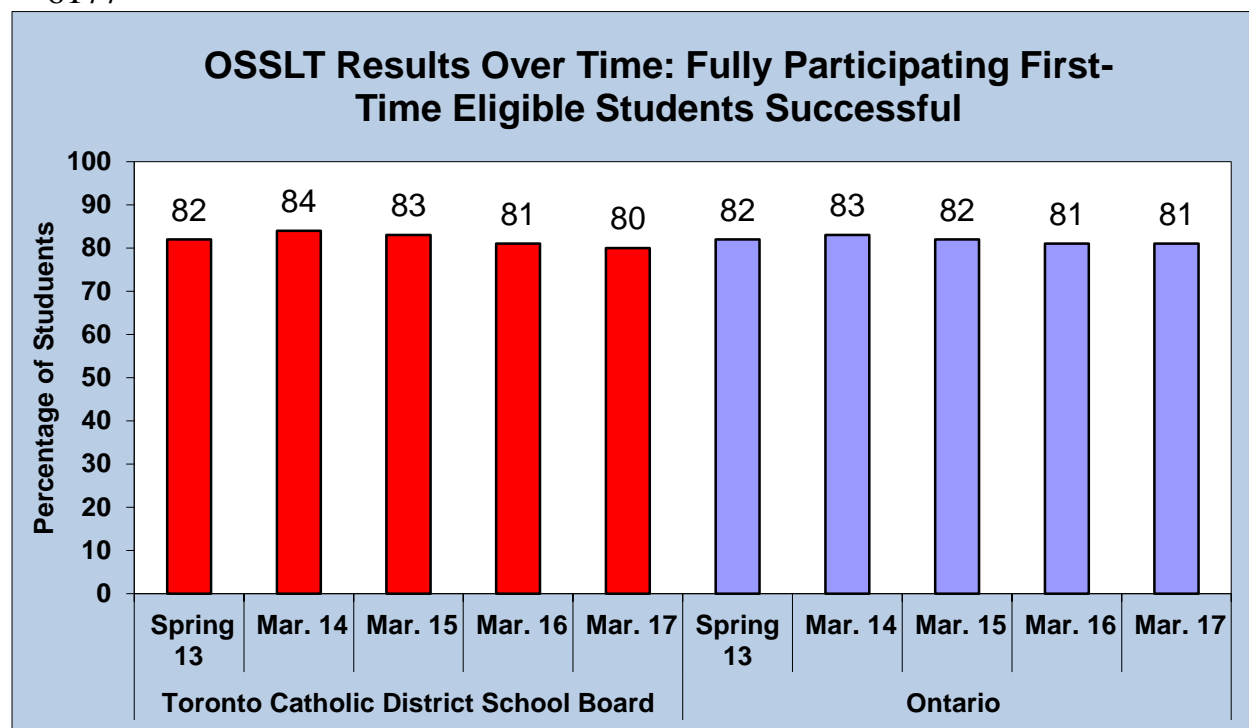
- remained relatively stable for TCDSB and Ontario students in academic courses, this year both at 83%, and
- increased from 40% to 46% for TCDSB students in applied courses, and has been variable in Ontario, this year at 44%.

In Grade 9 applied mathematics, there have been steady improvement for results in the Board over the past 5 years, while results for the Province have decreased over the past 4 years. TCDSB applied mathematics results are above the applied mathematics results in Ontario. In Grade 9 academic mathematics, results have been relatively stable and high in both the Board and Province; Board results are at par with the Province.

4. THE ONTARIO SECONDARY SCHOOL LITERACY TEST RESULTS OVER TIME for TCDSB and Ontario

Percentage of First-time Eligible students successful

Total number of First time eligible TCDSB students writing the test in 2016-2017 = 6177



OSSLT results in the Board and Province are high and have slightly decreased over the past 4 years. 80% of TCDSB students were successful on the March 2017 OSSLT and are consistent with Provincial results at 81%.

E. METRICS AND ACCOUNTABILITY

1. Overview of Results

Literacy results are high, with improvements evident over the past five years, in both Grade 3 and Grade 6. In Primary and Junior, mathematic results remain low both in the Board and Province. At the secondary level, Grade 9 applied mathematics scores have shown improvement but continue to be low. In both Grade 9 academic mathematics and OSSLT, the Board mirrors the Province and maintains strong results. The EQAO results continue to point to mathematics and the applied level as an area of focus.

2. Learning and Improvement Planning

Deeper analysis of the 2016-2017 EQAO results at both the system and school level is underway and will inform the revision of learning and plans for our school communities and for the board. These assessment results will be used in conjunction with other data to coordinate plans for improving student achievement and well-being consistent with the TCDSB Multi-Year Strategic Plan and Ministry of Education initiatives, to inform our Board Learning and Improvement Plan. Further details will be presented in upcoming reports to Board.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

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

INTERNATIONAL LANGUAGE PROGRAMS IN TCDSB ELEMENTARY SCHOOLS

“All of them were filled with the Holy Spirit and began to speak in other languages,
As the Spirit gave them ability.” Acts 2:4

Created, Draft	First Tabling	Review
September 25, 2017	October 5, 2017	Click here to enter a date.

C. Marchetti, Senior Coordinator International Languages/Parent and Community Engagement
P. De Cock, Comptroller for Business Services & Finance Department
L. Di Marco, Superintendent of Learning, Student Achievement and Well Being

INFORMATION REPORT

Vision:

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

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.*



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

A. Sangiorgio
Associate Director
of Planning and Facilities

T.B.D.
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

The Toronto Catholic District School Board offers International Languages instruction in both an Extended Day and After Hours model. The International Languages program enriches a child's education through International Language instruction, cultural awareness and a celebration of traditions. It provides an overview of the International Languages current models including a statistical and financial overview.

B. PURPOSE

This report complies with the Action After request made on October 6, 2017 that an Annual Information Report on the International Languages Program be added to the rolling calendar.

Staff was to report on the general statistics on enrolment and cost considerations.

C. BACKGROUND

1. The TCDSB has been offering the Extended Day and After Hours International Languages Program since 1977. It responds to the unique needs of students in Toronto who speak or wish to learn languages other than English or French. The International Languages program enriches a child's education through International Language instruction, cultural awareness and a celebration of traditions.
2. The Extended Day and After Hours Program is governed by the International Language Program (Elementary) S.P.05 policy.
3. The International Languages Extended Day program is an integrated model whereby students receive instruction during the regular school day. This program extends the day by 30 minutes and the languages offered are Italian, Portuguese, Spanish, Ukrainian, Pilipino and Mandarin. Students from JK to Grade 8 received 30 minutes of instruction per day.

4. Statistical Information 2016/2017:

Language	Number of Schools	Total Number of Students
Italian	23	9775
Portuguese	7	2056
Spanish	1	428
Ukrainian	3	1029
Italian/Spanish	6	3598
Italian/Portuguese	3	1238
Pilipino/Mandarin	1	144
	44	18268

There are a total of 44 schools with an enrolment of approximately 18268 students. In the Extended Day Program there were 88.2 full time equivalent (FTE) instructors.

After Hours Program

The International Languages After Hours Program is offered outside of the regular school day with the majority of classes offered on Saturdays in either the morning or afternoon. Classes are also offered on Sundays and at one site on Tuesday evenings. Classes are 2 ½ hours in length and commence the third week-end in September and finish the second week-end in June.

In 2016/2017 there was a total of 33 programs with 27 offered at school sites and 6 at parishes with an approximate total enrolment of 5,162. Instruction was offered in 21 languages provided by 252 instructors.

The highest enrolment languages were Chinese/Mandarin (1,195), Polish (588), Vietnamese (604), and Chinese/Cantonese (524).

D. EVIDENCE/RESEARCH/ANALYSIS

There are many documented benefits to learning a third language. The International Languages program reflects the diversity of the TCDSB community and it has always had strong support from these multi-cultural communities. Instruction ties in directly with Board initiatives on

Comprehensive Literacy and each language has produced a variety of learning resources.

There is a high level of parent engagement, especially in the After Hours program. Due to the common heritage of children in these programs there is often a strong tie to both the parish and to the cultural social group.

PROGRAM RESOURCES

Instructors were provided with various opportunities for professional development delivered by the International Language Resource Instructor and the Literacy Resource Teachers. The goal is to align International Language instruction strategies with the literacy strategies used in the literacy and French language program and, most recently with the Common European Framework. Instructors were provided with a variety of resource materials such as language workbooks/textbooks, dual language books, lesson templates and a share point site where best practices are posted. In addition to this, to allow for the implementation of 21st Century Learning strategies all schools received one laptop and projector for the dedicated use of the International Languages instructors. Resource material and supports are received through community partnerships such as Centro Scuola, Instituto Camoes, Chinese Culture and Education Society of Canada and the Croatian Consulate sponsored by the Croatian Ministry of External Affairs. Centro Scuola and the Portuguese Ministry of Education are the only two partnerships that provides a direct financial contribution to the International Languages program and the amount fluctuates from year to year.

PROGRAM PROMOTION

The International Languages program is promoted by:

- a) Extended Day Schools provide information on their school portal site.
- b) Extended Day and After Hours School locations, program descriptions, and registration information is posted on the International Languages portal site.
- c) International Languages After Hours locations and registration information pamphlets are provided for all Welcome to Kindergarten resource bags.
- d) On-line registration located on the International Languages website.

- e) With the assistance of the Communications Department posters and After Hours registration information is promoted through TCDSB news release, E News, Tweets and on the website.
- f) After Hours posters and information/registration pamphlets are sent to all elementary schools, parishes and community partnership sites in May and September.
- g) On request the Coordinator of International Languages provides presentations at CSPC, trustee and other community meetings.
- h) After Hours instructors are linked to their communities and avail themselves of promoting the program through community radio programs and newspapers.
- i) Board International Languages representation took place at community events linked to the International Languages program held during the Black History and Heritage Month celebrations, European Language Day, school concerts, parish anniversaries, and Grade 8 graduation.
- j) International Languages students in the Extended Day program participated in the day school curriculum activities, choirs and school concerts. All After Hours school sites hosted a Christmas and Spring or Year-end Recital.

E. METRICS AND ACCOUNTABILITY

Appendix A shows a detailed budget analysis of the Revenues and Expenditures in delivering the International Languages program in the Extended Day and After Hours delivery models. The budget analysis contained within Appendix A illustrates clearly the Extended Day Program delivery model forecasts a material loss of \$959,547 for fiscal 2017-18. Consequently, this creates an ongoing cost pressure for TCDSB of approximately \$943,886 in 2017-18 for the Extended Day program and \$15,661 for the After Hours Program.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

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

UPDATE REPORT ON THE PILOT PROJECT FOR JUMP MATHEMATICS 2016-2017

*I can do everything through Him who gives me strength.
Philippians 4:13*

Created, Draft	First Tabling	Review
September 25, 2017	October 5, 2017	Click here to enter a date.
M. Vanayan, Senior Coordinator, Educational Research L. DiMarco, Superintendent of Curriculum, Leadership and Innovation		
INFORMATION REPORT		

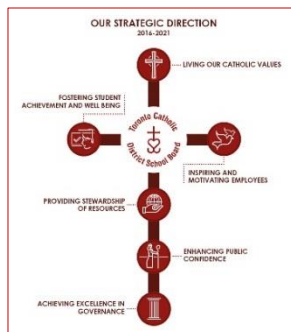
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T.B.D.

Executive Superintendent
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A. EXECUTIVE SUMMARY

In January 2015, the JUMP Math Pilot was initiated within the TCDSB. Schools (14) were provided with JUMP teacher and student resources, as well as professional development to support implementation. This report summarizes the results of surveys of teachers, parents and students and EQAO data for participating schools, and outlines plans for the 2017-2018 school year.

B. PURPOSE

An annual report on the JUMP Math Pilot initiative made available to schools through the Curriculum Leadership and Innovation Department to inform planning within the Toronto Catholic District School Board.

C. BACKGROUND

The Toronto Catholic District School Board initiated a pilot of JUMP Math in January 2015 as described in the October report to Board of 2016.

Schools were provided with JUMP Math teaching and student resources. The schools were: Christ the King, D'Arcy McGee, St. Angela, St. Bede, St. Bernard, St. Brigid, St. Charles Garnier, St. Clare, St. James, St. John XXIII, St. Kevin, St. Leo, St. Paul, and St. Theresa Shrine.

Since the very beginning, ongoing professional development has been offered by the Math Team from the JUMP Math Office to support program implementation.

D. EVIDENCE/RESEARCH/ANALYSIS

The focus of this report is on the assessment data for the 2016-2017 school year. Sources of evidence for this report highlight the following elements: (1) Achievement Data (2) Perceptual Data (3) Professional Development.

1. ACHIEVEMENT DATA: EQAO Mathematics

Legend:

\ = Scores decreased

/ = Scores increased

_ = Scores decreased then stable

V = Scores decreased then increased

Λ = Scores increased then decreased

EQAO Math across years: 2014 – 2017

Percent of student at Level 3 or 4	Grade 3 Math			Grade 6 Math			Trend	
	2014	2015	2017	2014	2015	2017	Gr 3	Gr 6
Province	67	EC	62	54	EC	50	\	\
TCDSB	66	64	63	53	52	48	\	\
St. Bernard	40	53	67	33	21	18	/	\
St. Angela	60	46	50	24	31	48	V	/
St. Charles Garnier	31	40	38	24	16	16	Λ	_
St. Leo	70	64	42	43	30	64	\	V
Christ the King	91	76	69	55	70	74	\	/
D'Arcy McGee	28	51	24	34	49	31	Λ	Λ
St. Kevin	32	67	21	52	27	33	Λ	V
St. Clare	70	62	97	66	68	38	V	Λ
St. Paul	50	65	70	30	47	29	/	Λ
St. John XXIII	67	45	58	55	66	91	V	/
St. Bede	48	63	78	53	70	39	/	Λ
St. Theresa Shrine	58	54	45	32	61	55	\	Λ
St. James	38	58	41	27	14	32	Λ	V
St. Brigid	82	82	68	60	52	51	\	\

Summary of EQAO results

- The EQAO results in math for the JUMP pilot schools are inconsistent. Analysis of cohort data were found to be similarly inconsistent.

Within the JUMP Pilot schools, there were schools that received support through the Renewed Math Strategy.

Any changes in achievement scores need to be interpreted in the context of each school. The results summarized above point to the need for continued tracking and monitoring to learn about effective practices and strategies.

2. PERCEPTUAL DATA

In the Spring of 2017, all 14 schools in the JUMP Pilot were invited to provide feedback through three surveys: Teacher Survey, Student Survey, and Parent Survey.

Teachers (n = 100)

- Responses were received from 100 teachers in 13 schools, and teachers represented all divisions.

Survey Question Topic	Percentage of positive responses from teachers		
	> 80%	50-79%	< 50%
Supporting the curriculum		Ontario Curriculum Expectations 76%	
Meeting Ontario Curriculum Achievement Chart	Knowledge 82%	Application 62%; Thinking 57%	Communication 43%
Benefitting students		Confidence 72%; Participation 70% Achievement 66%; Perseverance 55%	
Student enjoyment		Program 76%	
Helpfulness of materials	Student assessment and practice book 81%	Teacher resources 69%	Professional development 45%
Frequency of use	Student assessment and practice book 93%	Lesson plans and teacher resources 65%	JUMP Math SMART Board lessons 29%
Quality of teacher resources		Content 70%; Organization 52%	Ease of use 41%
Quality of student assessment and practice books		Content 75%; Organization 71%; Ease of use 71%	
Quality of JUMP Math SMART board lesson			Content 37%; Organization 35%; Ease of use 29%

materials			
Helpfulness for students		Students at Level 2 in math 71%; Students at Level 1 in math 57%	Students at Level 3 or 4 in math 44%
Use of program	Program requires supplementation (e.g., Nelson Math, EQAO-type questions, practice problem solving sheets, online applications) 88%		Program does not require supplementation 12%
Continued use of JUMP math		With supplementation 71%	Exclusively 17%; Choose not to continue 11%

Students (n = 431)

- There was representation from 8 of the schools; 212 students were in Grade 3 and 219 in Grade 6.

Survey question topic	Percentage of positive responses from students		
	> 80%	50-79%	< 50%
Attitudes regarding math		Reading math problems 60%; Liking math 56%; Good at math 50%;	Thinking about steps to use to solve problems 46%; Talking to parents about math 39%; Answering difficult questions 31%
Perceptions of success		Feel more successful this year 69%	No difference from other years 20%; Feel less successful this year 11%

Parents (n = 48)

- All 14 schools in the JUMP Pilot were invited to provide feedback.
- There was representation from parents in 5 schools; 25 were parents of students in Grade 3 and 23 were parents of students in Grade 6.

- The majority of parents (73%) reported that their child likes math; 66% of parents indicated that their child is experiencing greater success this year; 30% reported “no change”.
- When asked to offer comments, in general, parents expressed satisfaction with the program and indicated that it helped to nurture enjoyment of mathematics, confidence, and independence. Parents also voiced the need for supplementing the program and offering greater challenge for those students who found the program easy.

Principals (n=14)

- In September 2017, principals in the JUMP Pilot schools were asked to provide feedback regarding the JUMP program in their schools.
- The majority indicated that implementation levels were generally high (7 or above on a scale of 1 to 10) and would like to continue with implementation.
- While strengths were reported, especially at the Primary level, schools also identified the need for supplementing the program and improvements in the materials.
- Schools identified the need for ongoing dialogue and professional learning as key factors to deepening understanding, both of which will be a focus for 2017-2018.

3. PROFESSIONAL DEVELOPMENT

During the 2016-2017 school year, the professional learning offered to schools built on the foundational professional development that was offered in 2015-2016 (as described in the Report to Board in October, 2016).

In a joint venture between JUMP Math and the pilot schools, principals’ study groups took place for the second year. Principals gathered three times in the JUMP Math Office for professional development (in October, January and April) for a consistent learning and training experience. Topics of focus and discussion included mental math, number sense, assessment, classroom management, JUMP Math lesson preparation and pacing, EQAO test preparation, and mathematics education in general.

Through the JUMP Math Office, a presentation by Dr. Tracy Solomon, Hospital for Sick Children, was also offered in October, 2016, on the topic of mathematics education.

Many teachers from the JUMP Math pilot schools received professional development support on behalf of JUMP Math. In 2016-2017, at least one professional development session took place in each of the pilot schools and these sessions were for the entire teaching staff.

E. METRICS AND ACCOUNTABILITY AND NEXT STEPS

Metrics	Next Steps 2017-18
Math achievement <ul style="list-style-type: none"> • Inconsistent Results • Overall no improvement 	<ul style="list-style-type: none"> • Continue to monitor achievement outcomes • Continue implementation efforts with JUMP math by meeting with them to plan next steps for Professional Development
Teacher survey <ul style="list-style-type: none"> • Points to limitations to program and perceived strengths 	<ul style="list-style-type: none"> • Continue to provide all teachers with professional development focused on implementation of the JUMP program, stressing the importance of utilizing the resources as a package (not in isolation) : lesson plans; teacher resources and JUMP Math SMART board lessons • Provide in-depth professional learning to teachers new to JUMP math • Provide professional learning for Grade 3 and 6 teachers on the use of JUMP materials in relation to EQAO; • Offer in-school support for divisional meetings and grade-level planning needs • Share survey results with the JUMP Math Office to inform further improvement
Parent survey <ul style="list-style-type: none"> • Low response rate 	<ul style="list-style-type: none"> • Continue to survey parents • Increase communication regarding survey from schools to increase response rate
Principal survey <ul style="list-style-type: none"> • Continue implementation with supplementation of the JUMP math and professional learning 	<ul style="list-style-type: none"> • Deepen implementation of JUMP Math in the 14 schools across all divisions through PD session with the JUMP Team • Invite John Mighton to offer Grade 3 and 6 demonstration lessons and debrief sessions • Continue with principal study groups in collaboration with the JUMP Math Office on

	topics such as mental math, number sense, assessment, classroom management, JUMP Math lesson preparation, EQAO test preparation
Program <ul style="list-style-type: none"> • Supplementation of JUMP math is required 	<ul style="list-style-type: none"> • TCDSB long range planning documents were renewed this last year to include specific reference to JUMP Math resources that align with each curriculum expectation • Resource teachers and math facilitators to work with JUMP Math schools with regard to expectations and areas where there is a need with supplementation

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

STUDENT ACHIEVEMENT AND WELL BEING PENDING LIST TO OCTOBER 5, 2017

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Feb-17 Regular Board	May-17 Nov-17	Student Achievement	Report regarding a plan to engage staff and parents in investigating a pilot project for elementary and secondary year-long learning (Long-Term Program Plan – Results of Stakeholder Consultation)	Associate Director Academic Affairs
2	Sep-17 Student Achievement	Nov-17	Student Achievement	Report regarding life threatening allergies in high school (Delegation from Kimberley and Hannah Grace Evans regarding Life Threatening Allergies in High School) . Staff was directed to include in the report the following: 1. The possibility of implementing an EpiPen Centre; 2. Consultation with CSLIT; and 3. Transition plan for students leaving Grade 8 and entering Grade 9	Associate Director Academic Affairs
3	Sep-17 Student Achievement	Oct-17	Student Achievement	Report regarding the 7,000 non-qualifying students by ward and area (Presentation by Kevin Hodgkinson, GM, TSTG regarding Student Transportation Update)	Associate Director Planning and Facilities