



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	<a href="#">Click here to enter a date.</a>

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#### INFORMATION REPORT

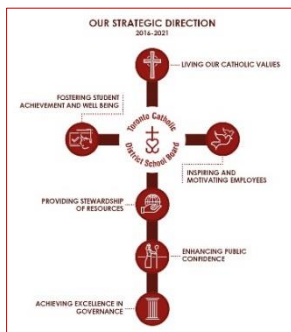
**Vision:**

*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.*



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## **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 important to note that a number of students have more than one exceptionality.

<b>Special Education Needs (based on predominant exceptionality)</b>	<b>Number of Students</b>	<b>Percent (%) of Total Group</b>
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
<b>Grand Total</b>	<b>15,515</b>	<b>100.00</b>

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 programing.

**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:**

<b>Grade</b>	<b>Domain</b>	<b>To-From (%)</b>	<b>Change (%)</b>
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)

<b>Grade</b>	<b>Domain</b>	<b>To-From (%)</b>	<b>Change (%)</b>
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 <sup>TM</sup> 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™ 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.