

Accountability Framework for Special Education 2017-18		
<b>Exceptionality</b> Learning Disability	<b>Number of Students with this exceptionality:</b> 2665	
<b>Focus Subgroup:</b> All students with LD identification		
<b>Goal for 2017-18:</b> 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.	<b>Goal Timeline:</b> September 2017-June 2018	
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li>• 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)).</li> <li>• Empower Reading Intervention (Decoding/Spelling Grade 2-5 and 6-8; Comprehension/ Vocabulary Grade 2-5): offered in 71 TCDSB elementary schools.</li> <li>• 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).</li> <li>• 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.</li> </ul>		
<b>Data supporting Observations:</b>		
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%
<b>Outcomes/Observations/Learning:</b> 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	
<b>Goal for 2018-19:</b> 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.	<b>Goal Timeline:</b> September 2018-June 2018
<b>Intended Outcome:</b> 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.	