

Education Quality and Accountability Office

(EQAO) Assessment 2021–2022

Special Education Advisory Committee Meeting

February 8, 2023

Maria Meehan, Superintendent Special Services

Dr. Brandy Doan, Chief of Research



Educational Quality and Accountability Office
(EQAO) Assessments, Special Education and the
TCDSB Multi-year Strategic Plan (MYSP)



- **As we analyze EQAO assessment data for students with special education needs, we are encouraged to critically examine the ways in which we talk about educational pathways.**



- **One test score does not show a complete picture of a student's capacities and complexities in development or abilities.**

(Eizadirad, 2019)





- **We want to steer away from past ways of using data, such as focusing on comparators that are not meaningful. I.e., EQAO scores correlated with socio-economic status.**



- Comparing students with exceptionalities, students who require modifications and accommodations documented in an Individual Education Plan (IEP), or students with disabilities, to those students who do not, can be considered an oppressive practice.



- One further caveat; the following data do not show the hidden curriculum of a school community or the social, relational, cultural, aspirational, or linguistic capital within the school. Further, they do not capture an individual student's progress toward their uniquely identified goals.



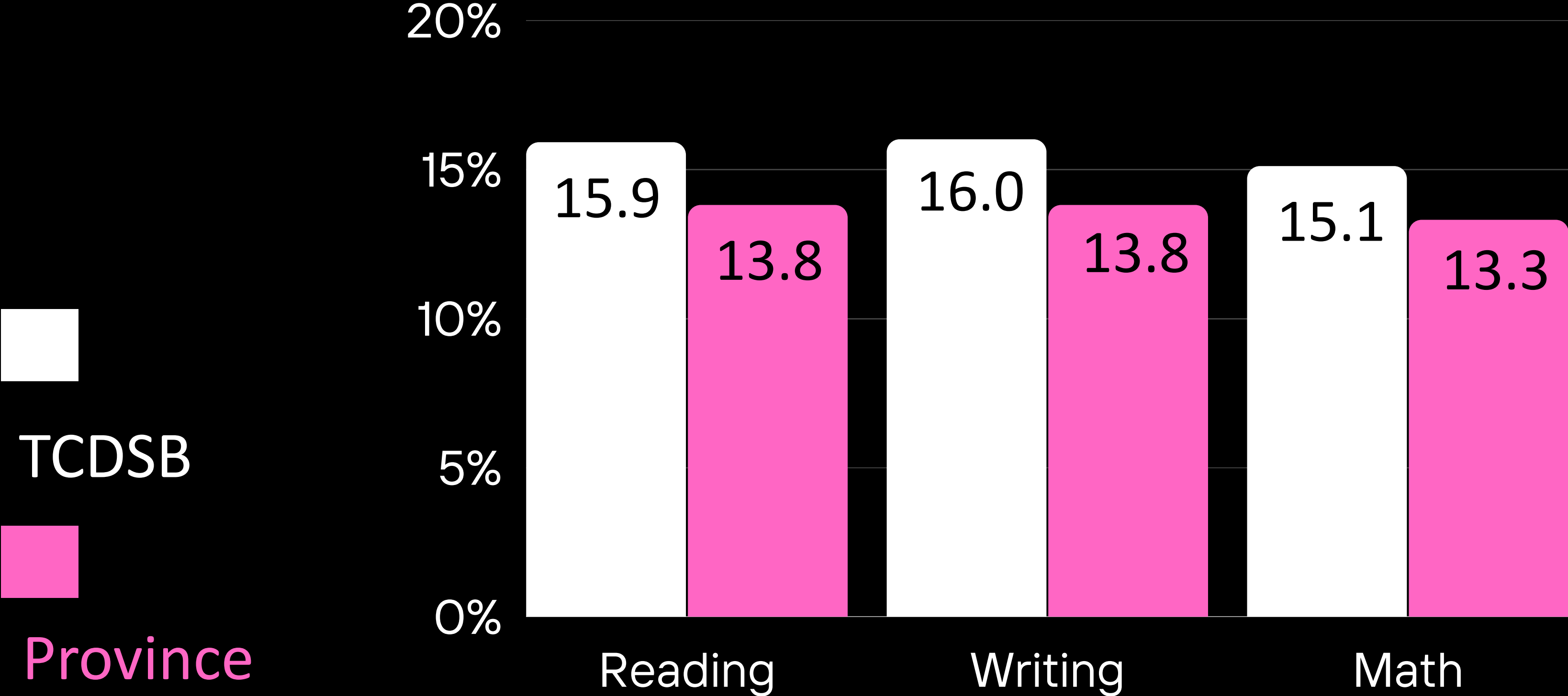
2021–2022 EQAO Data

TCDSB and Provincial Results

Highlights

GRADE 3 EQAO L3/4 Students with an IEP

(Excluding Gifted)



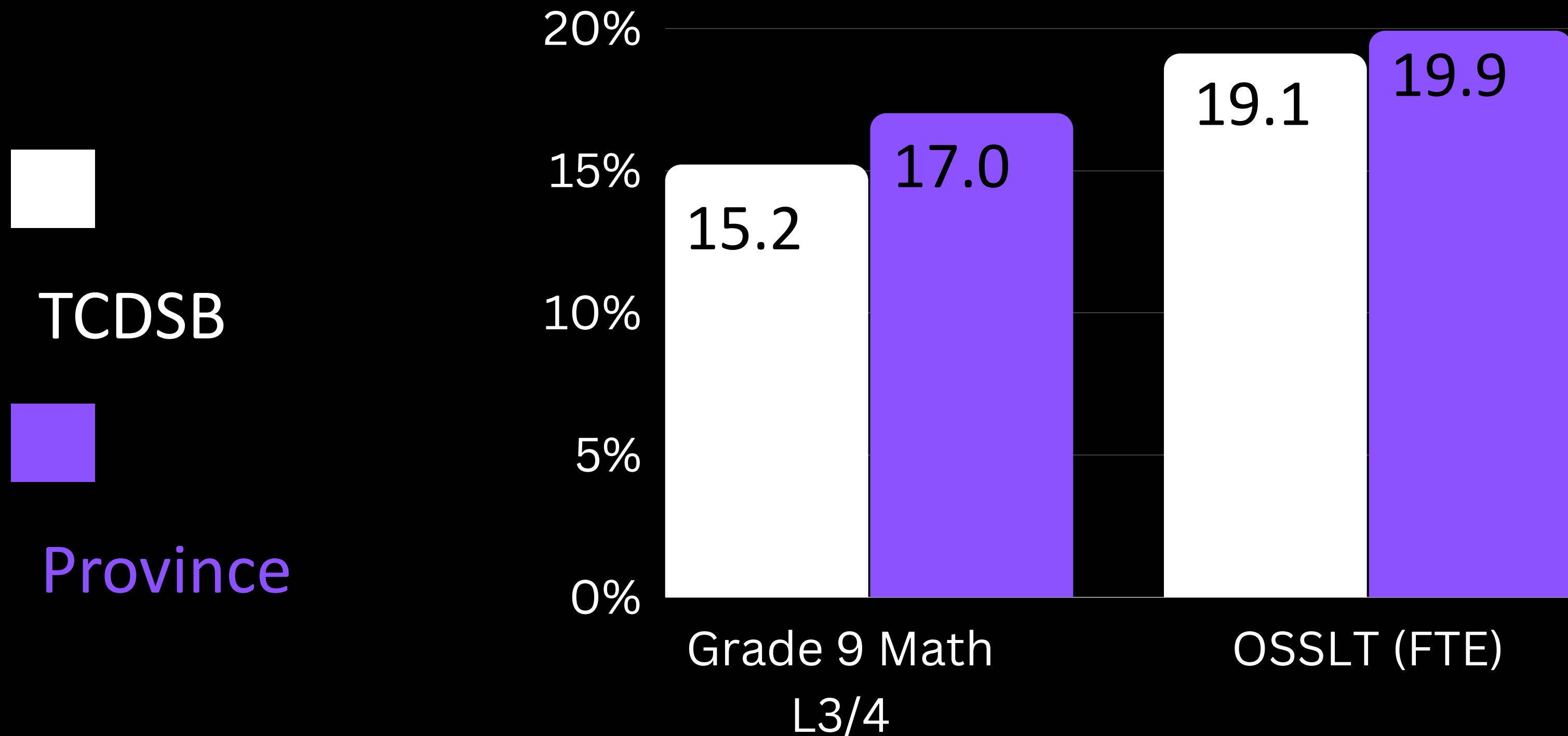
GRADE 6 EQAO L3/4 Students with an IEP

(Excluding Gifted)



Secondary EQAO Data Stories

(Students with an IEP, excluding gifted)





Primary EQAO Data Stories

Grade 3 Exceptionality	Reading L3/4	Writing L3/4	Math L3/4
Autism	57.1% Province: 30.6%	57.1% Province: 30.6%	56.3% Province: 30.7%
Language Impairment	26.7% Province: 20.1%	26.7% Province: 20.0%	26.9% Province: 19.9%
Learning Disability (n = 10)*	6.2%* Province: 20.4%	6.2%* Province: 20.4%	6.3%* Province: 20.4%



Junior EQAO Data Stories

Grade 6 Exceptionality	Reading L3/4	Writing L3/4	Math L3/4
Autism	32.9% Province: 14.1%	32.9% Province: 14.0%	33.6% Province: 14.1%
Language Impairment	16.8% Province: 9.4%	16.3% Province: 9.4%	16.3% Province: 9.4%
Learning Disability	37.7% Province: 48.1%	38.1% Province: 48.2%	37.5% Province: 48.2%



Secondary EQAO Data Stories

Grade 9 Exceptionality	Math L3/4
Autism	20.4% Province: 9.9%
Language Impairment	14.1% Province: 5.0%
Learning Disability	57.7% Province: 56.8%

OSSLT Exceptionality	Successful (FTE)
Autism	18.9% Province: 9.2%
Language Impairment	17.8% Province: 5.7%
Learning Disability	57.8% Province: 59.2%



How is this data
informing our operational work?



School Equity and Improvement Plans

- Every school community has access to and is reviewing student data to inform their strategic planning. This includes data for students with special education needs.
- Principals, with Supervisory Officer support and training in-services, are leading this work.

Special Services School Based Support Team (SBSLT)

- Members of the SBSLT engage in review of this data to inform their strategic support of students with special education needs in the communities that they serve.



The SBSLT members include:

- Assessment and Programming Teachers (APT) - elementary
- Programming and Assessment Teachers (PAT) - secondary
- Psychology Services
- Social Workers
- Speech and Language Pathologists



Special Services Action Plan



- EQAO data be included among the data that will inform our goal setting for the next iteration of the Special Services Action Plan.

Thank you!

