

# 2022-2023 EQAO Data Presentation for SEAC

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December 6, 2023

# Special Services Action Plan Alignment

“The TCDSB recognizes the barriers that face students with disabilities and special education needs. Our learning communities are called to affirm the worth and dignity of every student. We recognize the powerful opportunity to create spaces where strengths are identified, and opportunities are met with a strong commitment to nurturing individual learning, growth, and success.” (SSAP Pg 3)

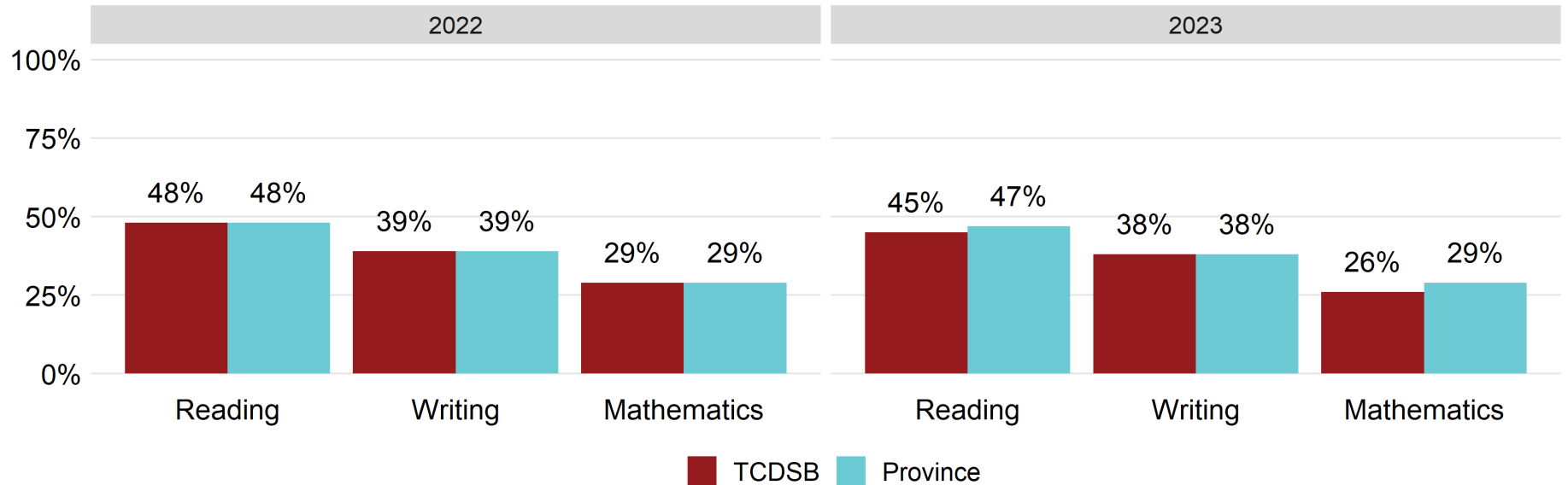
# EQAO Interpretation Guide

- EQAO scores are correlated with socio-economic status.
- We do not compare students with exceptionalities, those who require modifications and accommodations documented in an Individual Education Plan (IEP), or students with disabilities, as this would be considered an oppressive practice.
- EQAO 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.

# Primary – TCDSB Compared to the Province

## Grade 3 EQAO - Percentage of Students at Level 3-4

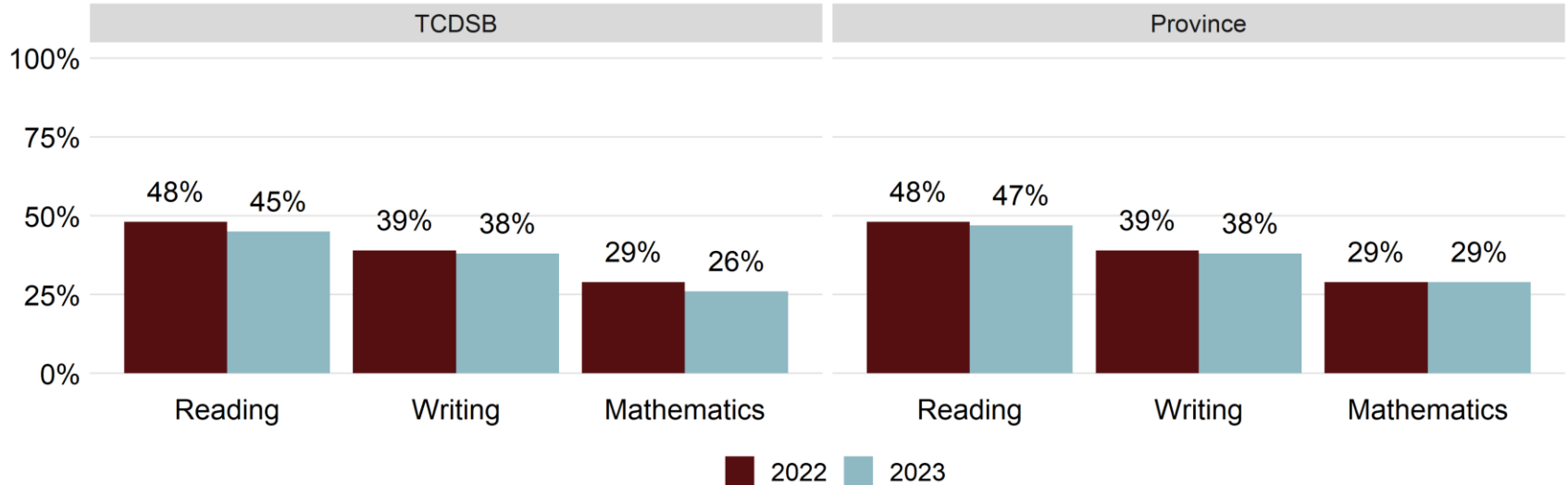
Students with an IEP (Excluding Gifted)



# Primary 2021-2022 Compared to 2022-2023

## Grade 3 EQAO - Percentage of Students at Level 3-4

Students with an IEP (Excluding Gifted)



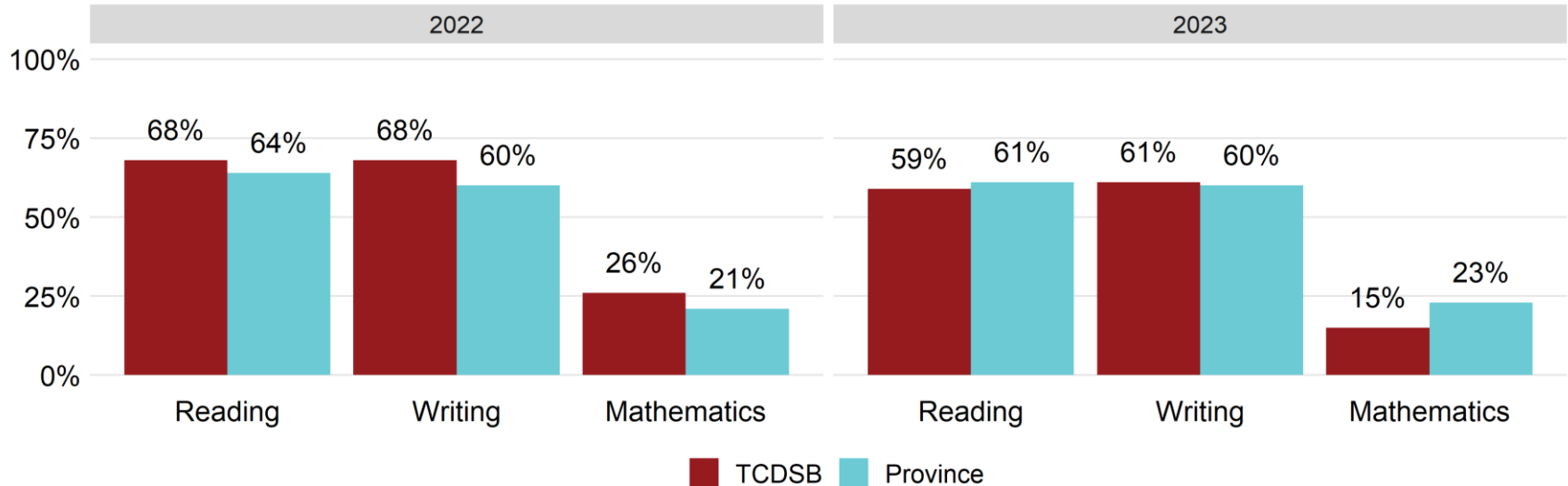
# Primary – Exceptionality\*

Exceptionality	Year	Org	Reading	Writing	Mathematics
Autism	2022	TCDSB	57.6%	47.8%	47.7%
		<i>Province</i>	51.6%	44.3%	41.8%
	2023	TCDSB	54.3%	50.5%	49.0%
		<i>Province</i>	48.4%	44.6%	41.2%
Language Impairment	2022	TCDSB	44.2%	39.5%	30.2%
		<i>Province</i>	32.9%	27.2%	17.1%
	2023	TCDSB	28.2%	48.7%	30.8%
		<i>Province</i>	31.6%	26.4%	17.5%
Learning Disability	2022	TCDSB	70.0%	50.0%	50.0%
		<i>Province</i>	57.8%	45.2%	31.7%
	2023	TCDSB	88.9%	66.7%	66.7%
		<i>Province</i>	54.1%	40.0%	29.7%

# Junior – TCDSB Compared to Province

## Grade 6 EQAO - Percentage of Students at Level 3-4

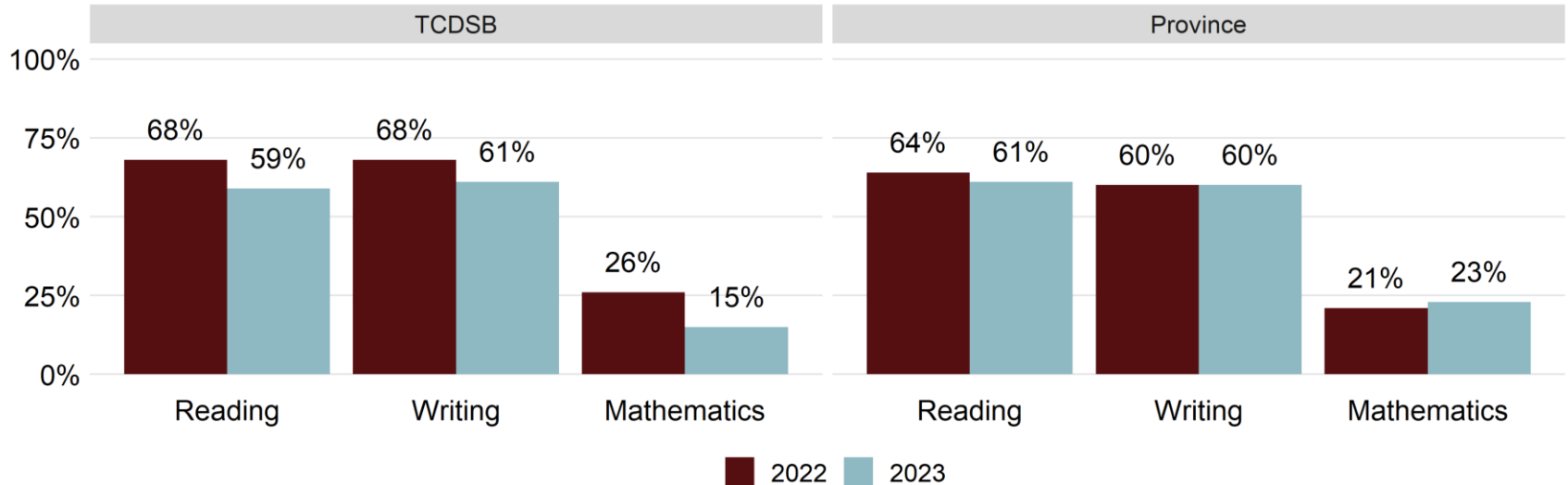
Students with an IEP (Excluding Gifted)



# Junior – 2021-2022 Compared to 2022-2023

## Grade 6 EQAO - Percentage of Students at Level 3-4

Students with an IEP (Excluding Gifted)





# Junior – Exceptionality\*

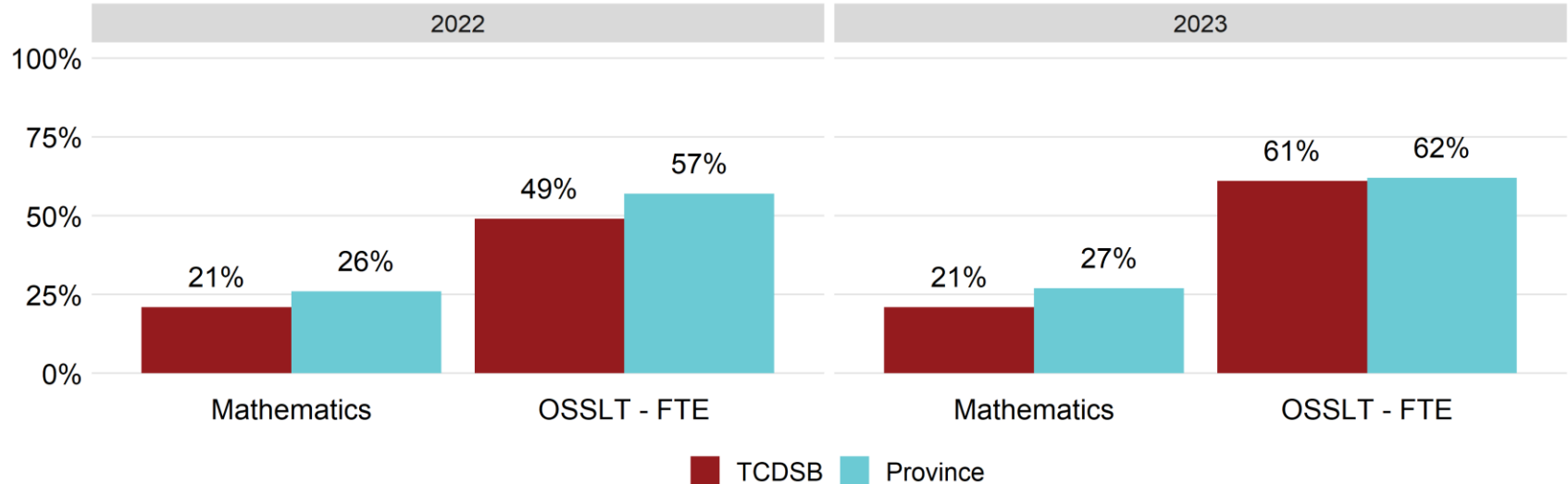
Exceptionality	Year	Org	Reading	Writing	Mathematics
Autism	2022	TCDSB	60.8%	60.4%	26.2%
		<i>Province</i>	<i>61.0%</i>	<i>62.0%</i>	<i>30.0%</i>
	2023	TCDSB	56.3%	61.5%	32.7%
		<i>Province</i>	<i>60.9%</i>	<i>62.4%</i>	<i>32.2%</i>
Language Impairment	2022	TCDSB	44.2%	54.0%	6.0%
		<i>Province</i>	<i>45.0%</i>	<i>45.3%</i>	<i>10.1%</i>
	2023	TCDSB	41.9%	61.3%	14.5%
		<i>Province</i>	<i>41.9%</i>	<i>45.4%</i>	<i>9.6%</i>
Learning Disability	2022	TCDSB	60.7%	53.0%	7.8%
		<i>Province</i>	<i>64.0%</i>	<i>56.5%</i>	<i>14.7%</i>
	2023	TCDSB	58.7%	58.7%	19.0%
		<i>Province</i>	<i>60.2%</i>	<i>56.2%</i>	<i>16.0%</i>

# Secondary - Number of Students with Special Needs

Assessment	Year	TCDSB	Province
Mathematics	2022	455	11348
	2023	773	22150
OSSLT - FTE	2022	868	22880
	2023	888	23989

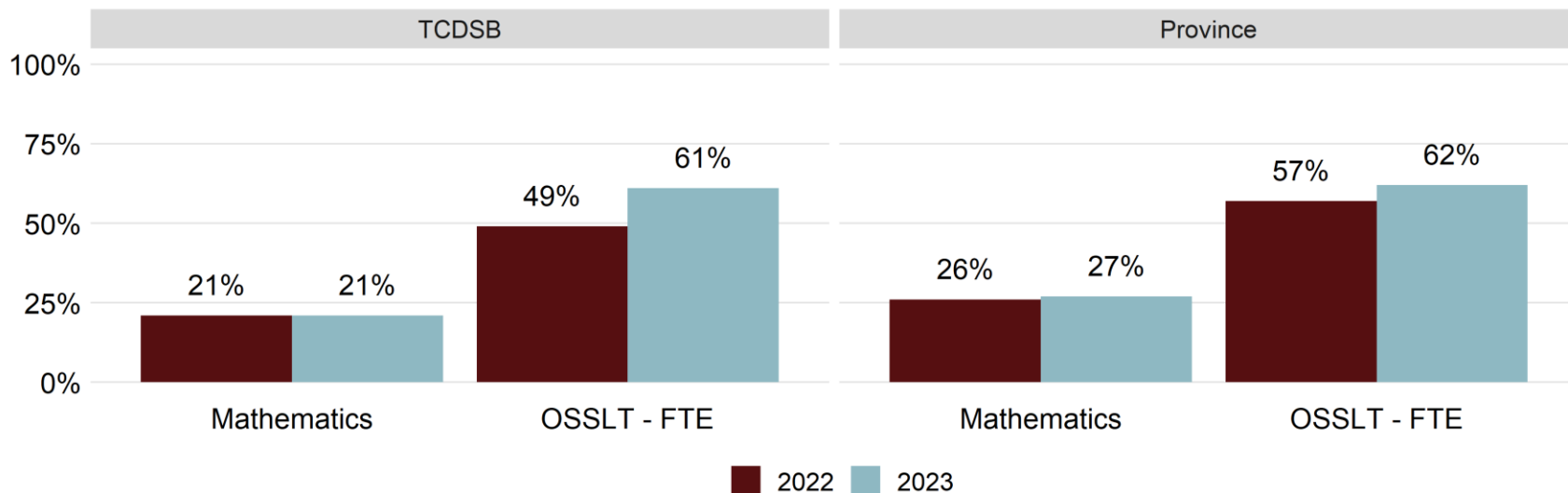
# Secondary – TCDSB Compared to Province

Secondary EQAO - Percentage of Students  
at Level 3-4/Successful  
Students with an IEP (Excluding Gifted)



# Secondary – 2021-2022 Compared to 2022-2023

## Secondary EQAO - Percentage of Students at Level 3-4/Successful Students with an IEP (Excluding Gifted)



# Secondary – Exceptionality\*

Exceptionality	Year	Org	G9 Math	OSSLT
Autism	2022	TCDSB	51.7%	57.7%
		<i>Province</i>	<i>46.0%</i>	<i>67.2%</i>
	2023	TCDSB	35.3%	74.6%
		<i>Province</i>	<i>45.2%</i>	<i>70.5%</i>
Language Impairment	2022	TCDSB	15.0%	36.7%
		<i>Province</i>	<i>23.6%</i>	<i>36.5%</i>
	2023	TCDSB	13.3%	44.7%
		<i>Province</i>	<i>15.2%</i>	<i>38.0%</i>
Learning Disability	2022	TCDSB	15.9%	46.5%
		<i>Province</i>	<i>20.0%</i>	<i>53.2%</i>
	2023	TCDSB	18.1%	62.4%
		<i>Province</i>	<i>20.6%</i>	<i>58.2%</i>

# How is this data informing our work?

- a) Professional Development
- b) Local School Based Support Learning Teams (SBSLT)
- c) Collaboration with Curriculum Department

# Professional Development Areas of Focus

- Universal Design for Learning (UDL) System-Wide Professional Development Session
- Differentiated Instruction (DI) System-Wide Professional Development Session
- Individual Education Plan Workshops
- *Equals* Math Resource and Professional Development for Intensive Support Program Special Education Teachers
- Mental Health *Faith and Wellness* resource

# Local School Based Support Learning Team (SBSLT)

- Psychology, Speech and Language, Social Work, Assessment and Programming Teachers (APT)/Programming and Assessment Teachers (PAT)
- Central Autism Team
- Building and Nurturing Capacity in Kindergarten (BANCK)
- Board Certified Behaviour Analysts (BCBA)



# Collaboration with Curriculum Department

- *Empower Reading* Training and support through Psychology Team and Empower Mentors
- *Lexia* reading assessment and license rollout support through Assistive Technology Team in collaboration with Early Reading Facilitators
- EQAO data review with Mathematics team

Thank You!