



REPORT TO

STUDENT ACHIEVEMENT AND WELL
BEING, CATHOLIC EDUCATION AND
HUMAN RESOURCES COMMITTEEREPORT BACK ON 2022-2023 BOARD
IMPROVEMENT AND EQUITY PLAN (BIEP)

"An intelligent heart acquires knowledge, and the ear of the wise seeks knowledge." Proverbs 18:15

Drafted	Meeting Date
November 20, 2023	December 7, 2023
Dr. Brandy Doan-Goss, Head of Research and Analytics Cristina Fernandes, Executive Superintendent, Student Achievement, Innovation and Well Being	
INFORMATION REPORT	

Vision: *IN GOD'S IMAGE: Growing in Knowledge, with Justice and Hope.*

Mission: *Nurturing the faith development and academic excellence of our Catholic learning community through the love of God, neighbour, and self.*



MULTI-YEAR STRATEGIC PLAN
2022 - 2025

IN GOD'S IMAGE: Growing in Knowledge, with Justice and Hope



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A. EXECUTIVE SUMMARY

This report provides feedback on the implementation of the TCDSB Board Improvement and Equity Plan for the 2022-2023 school year. The plan outlined a continued commitment to ensure student success through: improved student learning; equity of student outcomes especially for underserved students; and, the creation of school environments that are safe and conducive to student well-being.

The TCDSB plan continued to promote Catholic faith formation and pastoral care to support students. This annual report provides an update on the work of the 2022-23 Board Improvement and Equity Plan that informed the work at each school and includes anecdotal analysis of school improvement planning implementation. The report also provides next steps in addressing student achievement and well-being through the transition to a Board Student Achievement Plan.

The cumulative staff time required to prepare this report was 30 hours.

B. PURPOSE

1. The TCDSB is committed to providing students with learning opportunities that honour who they are as children of God and help them to reach their ultimate God-given potential in an environment that supports not only their academic learning, but their overall well-being.
2. In the Fall of 2021, the Ministry provided every board with a template for a Board Improvement and Equity Plan (BIEP). The template identified multiple student data points that address demographic data with the intention of identifying learning opportunities for underserved and/or marginalized students.
3. This report provides feedback on the implementation of the TCDSB 2022-2023 BIEP to date, given that BIEP work continued from the previous year.
4. This report also includes School Improvement and Equity Plan (SIEP) data that reflects the work of schools at the local level that informs the BIEP.

C. BACKGROUND

1. The Ministry of Education requires that every school board create a Board Improvement and Equity Plan (BIEP). The TCDSB 2021-22 BIEP was

developed in alignment with the Multi-Year Strategic Plan (MYSP) and was informed by the Pastoral Plan and the Equity Action Plan.

2. On September 20, 2021, the Ministry of Education presented a draft overview of a new school board planning tool to assist with the creation of the local Board Improvement and Equity Plan (BIEP).
3. As part of TCDSB's ongoing commitment to faith formation, the BIEP is supported by the three-year Pastoral Plan which provides ongoing nurturing of our Catholic Community. In 2022-2023 the pastoral plan focus on "Walking with Christ with Hearts of kindness and love" supported the implementation and refinement of the Board Improvement and Equity Plan.
4. Our Catholic faith priorities continue to be a key element of promoting student growth, typically supported through the work in the classroom and at the school and board levels. This is evident in the catechetical program, the seasonal prayers, liturgies and the TCDSB virtues of the month.
5. In addition to Catholic faith formation, the priorities of the TCDSB MYSP are well aligned with the Ministry directed priorities of the BIEP as can be seen in Table 1.

Table 1: Board Improvement and Equity Plan Priorities	
Priority	Description
A. Achievement	<ul style="list-style-type: none"> ○ Improve math achievement ○ Improve literacy achievement
B. Human Rights and Equity	<ul style="list-style-type: none"> ○ Support the implementation of de-streaming ○ Promote culturally responsive pedagogy and instructional equity
C. Mental Health, Well-Being and Engagement	<ul style="list-style-type: none"> ○ Improve student mental health and well-being ○ Improve student, parent and community engagement
D. Transitions And Pathways	<ul style="list-style-type: none"> ○ Improve graduation rates ○ Improve student readiness for future success

6. The Ministry designed the standardized BIEP framework to assist district school boards to:
 - a. identify local actions that will lead to improved achievement, equity, well-being and transitions for all students;
 - b. increase accountability and standardize commitments for addressing human rights and equity across the education system;

- c. capture the experiences and outcomes of Indigenous students, Black and other racialized groups of students, students with disabilities and/or special education needs (non-gifted), 2SLGBTQ+ students and students from low-income households.
- 7. The TCDSB worked over the last two years to align data collection practices with requirements outlined by the Ministry. Some of this work was evidence through the Student Census completed in early 2023.
- 8. Schools used the BIEP priorities to create corresponding School Improvement and Equity Plans (SIEP). See Appendix A.
- 9. BIEP performance was monitored by the following Key Performance Indicators:
 - a. SIEP implementation process and reporting
 - b. Professional Learning Plan Analysis – what schools did with their release days
 - c. Student Outcomes:
 - i. EQAO and OSSLT achievement in 2022-2023 as compared to the established baseline in 2021-2022.
 - ii. Credit Accumulation rates for secondary Grade 9 and 10 students (including 2021-2022 disproportionality analyses that examines credit accumulation by race or disability if possible to determine if some groups are being underserved)
 - iii. Destreaming Analysis of Secondary Students (including 2021-2022 disproportionality analyses by race and/or disability if possible to determine if some groups are being inequitably streamed)

D. EVIDENCE/RESEARCH/ANALYSIS

A) School Improvement and Equity Plans Implementation and Process

1. Schools were required to report back on the implementation of their 2022-2023 goals at the end of May 2023. Principals were asked to complete questions on progress to date and submitted student work samples of learning to each area Superintendent.
2. The SIEP process involves principals working with their local school teams to develop goals and strategies aligned with the BIEP priorities to meet the needs of their local school community. Schools were required to create an achievement goal and had the opportunity to create one or more additional

supporting goals selected from the three other priorities of the BIEP (e.g., Mental Health and Well Being, Human Rights and Equity, and Transitions & Pathways).

3. The creation and implementation SIEPs included classroom and school-based data to support the work of student instruction and professional learning for teachers. Available demographic data, survey responses from Ministry of Education mandated climate and safe school surveys and achievement data were used to inform contextual local school goals.
4. As part of the SIEP process, Catholic School Parent Councils had the opportunity to review and give input on the local school plans in the Fall of 2022 before the plans were finalized and posted to each school's website.
5. Schools were asked to prioritize an achievement goal as a first priority for the school improvement plans. Therefore, the vast majority (82%) of schools focused their instructional efforts in the area of Mathematics. Where local needs dictated, Principals focused on Literacy (9.5%) and a smaller number (8%) focused on other goals such as a combination of both Literacy and Numeracy for distinct grades or a focused on de-streaming approaches in secondary schools.
6. In addition to the achievement goal, schools in 2022-2023 could select goals from the three other priorities of the BIEP that met their local school community need. Schools created a goal within their SIEP addressing the specific priority. Human Rights and Equity was the focus of the majority of schools (75.6%) as their secondary goal, followed by Mental Health and Well-Being (18.4%), and six percent chose Pathways and Transitions.

B) Professional Learning Analysis of Release time for SIEP Development and Implementation

7. As part of the Professional Learning Plan shared at the Student Achievement and Well-Being Committee in December 2022, we conducted an analysis of the release days. In the 2022-2023 school year, every school was provided release days to plan, implement and monitor their School Improvement and Equity Plan. These release days were provided based on school enrolment and equity factors to ensure schools who may have been underperforming received additional resources to implement strategies to support staff learning.
8. Schools were required to submit a plan along with their request for local teacher release days to address their SIEP development, planning or monitoring goal. Approximately 40% of release time was used to develop the plan while the remaining were used to implement and monitor the implementation of the strategies.

9. Of the code days used to implement the plans, it was observed that 87.2% of release time was used to support Mathematics and 12.8 % to Literacy, Early Reading and other specified curriculum areas. (See Appendix A)
10. In line with what we expected, approximately 70% of schools used the release time to focus on a variety of high-yield assessment practices including descriptive feedback, and collaborative learning. Approximately 36% of schools focused on effective direct instruction techniques such as differentiated instruction, and small-group instruction. Schools could choose more than one method of high-yield practices, and some chose to focus on both assessment and instruction hence the overlap in percentages.
11. Release time analysis demonstrated how principals were supporting teachers with implementing rigorous instructional and assessment strategies with their teachers in classrooms to address student learning and achievement. It also helped us to determine where schools were leveraging available resource teachers and facilitator/coaches, and, how schools were deploying educational technology tools.

C) Student Outcomes

12. EQAO reading, writing and math both Grade 3 and 6 (document high level changes from baseline). The sustained focus on mathematics in elementary yielded increases in achievement.
13. EQAO Grade 9 Mathematics – students participating in this assessment showed a gain of 5% over the previous year. This result was also just above the provincial achievement level.
14. Ontario Secondary School Literacy Test (OSSLT) - TCDSB students participating in the assessment for the first time achieved at 4% higher than the students in 2021-2022.
15. Credit accumulation data
 - In 2021-2022: 90.1% of our grade 9 students had 8 or more credits by the end of August 2022 and are on track to graduate; 95.9% of grade 10 students had 16 or more credits by the end of August 2022 and are on track to graduate.
 - In 2022-2023: 89.4% of Grade 9 students had 8 or more credits by the end of August 2023 and are on track to graduate; and, 83.7% of Grade 10 students had 16 or more credits by the end of August 2023.

E. METRICS AND ACCOUNTABILITY

A) Future Actions

1. In June 2023, the Ministry of Education introduced the Better Schools and Student Outcomes Act. The act provided direction with respect to Student Achievement reporting. This plan was presented to the Board of Trustees at the September 2023 Student Achievement and Well Being, Catholic Education And Human Resources Committee Meeting. While TCDSB awaits further direction from the Ministry of Education on the Student Achievement Plan implementation, we continue to align our work with the priorities listed in the plan through the work of the SIEP.
2. In 2023-2024, schools continue to receive release time to support implementation of each school's goals. Both Literacy, Math and Student Success departments continue to support schools in implementing these goals.
3. A Math Achievement Action Plan is currently being implemented in TCDSB. To support Early Reading and De-Streaming, additional action plans are being developed to support the implementation of these achievement priorities.
4. For 2023-2024, staff will continue to work to implement the current goals using the resources that have been available through ministry initiatives for Mathematics (coaches and facilitators) Early Reading (facilitators) and De-streaming (facilitators).
5. We have expanded the Learning and Leading Principals initiative to include 24 principals that are learning side by side with superintendents and are sharing best practices with their colleagues at monthly Principal Meetings.
6. Additionally, as we respond to the Ministry requirements, we are in the process of developing a Board Student Achievement Plan (BSAP) that aligns with both the TCDSB MYSP, the Equity Action Plan, the Mental Health Plan, and the Special Services Action Plan. A draft plan will be circulated appropriately for parental input to finalize the Board's Student Achievement Plan for 2024-2025.
7. The final BSAP plans will be shared with the Board of Trustees, posted on the TCDSB site and, will replace the BIEP for 2024-2025.

F. CONCLUDING STATEMENT

This report is for the information of the Board of Trustees.