



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

MATHEMATICS ACHIEVEMENT ACTION PLAN REPORT 2024 - 25

“AN INTELLIGENT HEART ACQUIRES KNOWLEDGE, AND THE EAR OF THE WISE SEEKS KNOWLEDGE.” PROVERBS 18:15

Drafted	Meeting Date
October 28, 2024	November 7, 2024
<p>Kimberly Dixon, Superintendent, Mathematics Curriculum and Innovation Cristina Fernandes, Executive Superintendent of Student Achievement, Innovation and Well-Being Greg Rousell, Head of Research and Analytics</p>	
<p>INFORMATION REPORT</p>	

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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Director of Education

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A. EXECUTIVE SUMMARY

This report provides information on the implementation of the Mathematics Achievement Action Plan (MAAP) launched in 2023. The plan outlines how the TCDSB supports student mathematics achievement in the Ministry identified priorities.

The three Ministry priorities are:

1. ensuring fidelity of curriculum implementation;
2. engaging in ongoing learning on mathematics content knowledge for teaching;
3. knowing the mathematics learner and ensuring mathematical tasks, intervention and supports are relevant and responsive.

The Mathematics Achievement Action Plan will further inform our reporting of the Multi Year Strategic Plan and Board Student Achievement Plan.

The cumulative staff time required to prepare this report was 45 hours

B. PURPOSE

1. This report explains how the TCDSB addressed the mathematical needs of our students in the identified priority schools in the 2023-2024 school year.
2. The Mathematics Achievement Action Plan (MAAP) responds to the ongoing needs that students demonstrated throughout the year. This report outlines how the strategies implemented at the system, school and classroom levels will continue to support improvement.

C. BACKGROUND

1. The Mathematics Achievement Action Plan (MAAP) was endorsed by the Board of Trustees at the November 2nd, 2023, Student Achievement and Well-being and Human Resources Committee meeting.
2. The MAAP was submitted to the Ministry of Education on November 15, 2023, and approved for implementation.
3. The MAAP was used by school administration to inform the school level MAAP learning goals and development of the School Improvement and Equity Plans (SIEP).
4. Progress and Final reports of the MAAP were submitted to the Ministry of Education on April 8, 2024, and July 15, 2024.

D. EVIDENCE/RESEARCH/ANALYSIS

Looking back on 2023 – 2024:

1. The Ministry of Education designated fifty-one elementary and eight secondary priority schools within the TCDSB for the 2023-2024 academic year.
2. The Ministry supported funding to hire eight elementary and three secondary mathematics facilitators. They worked alongside teachers in Grades 3, 6 and 9 classes co-planning and co-teaching.
3. The Ministry of Education continued to fund two Math Leads (elementary and secondary) to support the facilitators in the implementation of the MAAP. This was done through ongoing monthly professional development focussed on instructional coaching, high impact instructional practices, and nurturing inclusive mathematics classrooms.

Achievement Analysis 2023 - 2024

4. The 2023-2024 Educational Quality Assessment Office (EQAO) data was analysed along with the qualitative data gathered by the math team in schools.
5. It was found that 11 of the 30 elementary priority schools being supported at the grade 3 level showed an increase in their EQAO math scores compared to the previous year's performance.
6. It was found that 16 of the 33 elementary priority schools being supported at the grade 6 level showed an increase in their EQAO math scores compared to the previous year's performance.
7. The improvement in student achievement for nine of our elementary schools means they are no longer Ministry designated priority schools based on prescribed Ministry criteria. Understanding that schools continue to grow in their knowledge of and instructional practices in mathematics, they will continue to receive supports as needed through the math central team.
8. It was found that four of the eight secondary priority schools experienced an increase in their EQAO math scores compared to the previous year's performance.
9. The improvement in student achievement for one of our secondary schools means they are no longer a Ministry designated priority school. This

school will continue to be supported as needed by the math central team as well as through our intentional investment in grade nine de-streamed facilitators.

E. METRICS AND ACCOUNTABILITY

Planning Ahead for 2024 – 2025:

1. The Ministry of Education allowed six new schools to be designated priority, and they will be receiving in-school support by a Math Facilitator in the 2024-2025 school year. Additionally, we were also able to add four grade three classes within existing elementary priority schools and support both grades three and six classes in those schools.
2. In the 2024-2025 school year, Facilitators will continue to work with classroom teachers to understand all student learning needs and identify strategies to support and improve engagement and learning.
3. In the 2024-2025 school year, the Math Resource teachers are piloting a model of professional development that has them working intentionally alongside school administrators to co-design local mathematics professional learning hubs, one in each area. In this model, we can be more responsive to the local needs and align the professional learning opportunities to the goals outlined in schools' School Improvement Equity Plans.
4. The following initiatives will be continued in the 2024-2025 school year to further support the implementation of the Math Achievement Action plan:
 - a. Direct support to students in the classroom
 - b. Professional learning for teachers
 - c. Professional learning for principals and senior staff
 - d. Inter-disciplinary interactions to connect math with other subject areas
 - e. Ongoing tracking of student learning

F. CONCLUDING STATEMENT

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