All Students with Special Education Needs (Excluding Gifted) Achievement over 3 Years

NOTE: NP = "Non-participating" indicates that due to exceptional circumstances, some or all of the school's or board's students did not participate
EC = Due to exceptional circumstances in 2015, provincial data are unavailable to report provincial results.

Reading Grade 3

	TCDSB						Province					
	2014 - 2015 N = 1,033		2015 - 2016 N = NP		2016 - 2017 N = 1,046		2014 - 2015 N = EC		2015 - 2016 N = 21,412		2016 - 2017 N = 23,610	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	32	3%	NP	NP	43	4%	EC	EC	930	4%	1,016	4%
Level 3	372	36%	NP	NP	431	41%	EC	EC	8,183	38%	9,189	39%
Level 2	428	41%	NP	NP	387	37%	EC	EC	7,714	36%	8,676	37%
Level 1	81	8%	NP	NP	70	7%	EC	EC	1,754	8%	1,899	8%
NE 1	18	2%	NP	NP	17	2%	EC	EC	428	2%	406	2%
No Data	13	1%	NP	NP	13	1%	EC	EC	252	1%	283	1%
Exempt	89	9%	NP	NP	85	8%	EC	EC	2,151	10%	2,141	9%

Writing Grade 3

	TCDSB						Province					
	2014 - 2015 N = 1,033		2015 - 2016 N = NP		2016 - 2017 N = 1,046		2014 - 2015 N = EC		2015 - 2016 N = 21,430		2016 - 2017 N = 23,630	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	13	1%	NP	NP	4	<1%	EC	EC	183	1%	144	1%
Level 3	566	55%	NP	NP	569	54%	EC	EC	11,191	52%	12,524	53%
Level 2	333	32%	NP	NP	354	34%	EC	EC	7,372	34%	8,049	34%
Level 1	19	2%	NP	NP	16	2%	EC	EC	335	2%	430	2%
NE 1	5	<1%	NP	NP	9	1%	EC	EC	109	1%	177	1%
No Data	15	1%	NP	NP	15	1%	EC	EC	255	1%	294	1%
Exempt	82	8%	NP	NP	79	8%	EC	EC	1,985	9%	2,012	9%

Math Grade 3

	TCDSB						Province					
	2014 - 2015 N = 1,046		2015 - 2016 N = NP		2016 - 2017 N = 1,062		2014 - 2015 N = EC		2015 - 2016 N = 21,824		2016 - 2017 N = 24,076	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	27	3%	NP	NP	26	2%	EC	EC	599	3%	719	3%
Level 3	309	30%	NP	NP	300	28%	EC	EC	5,726	26%	6,233	26%
Level 2	475	45%	NP	NP	481	45%	EC	EC	8,875	41%	10,694	44%
Level 1	120	11%	NP	NP	145	14%	EC	EC	3,478	16%	3,688	15%
NE 1	20	2%	NP	NP	15	1%	EC	EC	859	4%	386	2%
No Data	12	1%	NP	NP	12	1%	EC	EC	267	1%	310	1%
Exempt	83	8%	NP	NP	83	8%	EC	EC	2,020	9%	2,046	8%

All Students with Special Education Needs (Excluding Gifted) Achievement over 3 Years

Reading Grade 6

	TCDSB						Province					
	2014 - 2015 N = 1,230		2015 - 2016 N = NP		2016 - 2017 N = 1,287		2014 - 2015 N = EC		2015 - 2016 N = 26,457		2016 - 2017 N = 28,338	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	18	1%	NP	NP	20	2%	EC	EC	915	3%	855	3%
Level 3	532	43%	NP	NP	597	46%	EC	EC	12,504	47%	13,662	48%
Level 2	521	42%	NP	NP	541	42%	EC	EC	9,047	34%	10,514	37%
Level 1	60	5%	NP	NP	35	3%	EC	EC	1,752	7%	927	3%
NE 1	6	<1%	NP	NP	7	1%	EC	EC	154	1%	122	<1%
No Data	12	1%	NP	NP	11	1%	EC	EC	328	1%	346	1%
Exempt	81	7%	NP	NP	76	6%	EC	EC	1,757	7%	1,912	7%

Writing Grade 6

	TCDSB						Province					
	2014 - 2015 N = 1,230		2015 - 2016 N = NP		2016 - 2017 N = 1,287		2014 - 2015 N = EC		2015 - 2016 N = 26,467		2016 - 2017 N = 28,344	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	31	3%	NP	NP	33	3%	EC	EC	1,122	4%	1,085	4%
Level 3	553	45%	NP	NP	644	50%	EC	EC	12,312	47%	13,304	47%
Level 2	521	42%	NP	NP	489	38%	EC	EC	10,047	38%	10,744	38%
Level 1	25	2%	NP	NP	24	2%	EC	EC	705	3%	771	3%
NE 1	4	<1%	NP	NP	11	1%	EC	EC	200	1%	195	1%
No Data	15	1%	NP	NP	11	1%	EC	EC	357	1%	361	1%
Exempt	81	7%	NP	NP	75	6%	EC	EC	1,724	7%	1,884	7%

Math Grade 6

	TCDSB						Province					
	2014 - 2015 N = 1,228		2015 - 2016 N = NP		2016 - 2017 N = 1,287		2014 - 2015 N = EC		2015 - 2016 N = 26,497		2016 - 2017 N = 28,323	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	29	2%	NP	NP	25	2%	EC	EC	1,040	4%	1,007	4%
Level 3	160	13%	NP	NP	161	13%	EC	EC	3,886	15%	4,073	14%
Level 2	401	33%	NP	NP	390	30%	EC	EC	7,993	30%	8,345	29%
Level 1	521	42%	NP	NP	605	47%	EC	EC	10,978	41%	11,974	42%
NE 1	17	1%	NP	NP	18	1%	EC	EC	368	1%	514	2%
No Data	13	1%	NP	NP	9	1%	EC	EC	355	1%	371	1%
Exempt	87	7%	NP	NP	79	6%	EC	EC	1,877	7%	2,039	7%

All Students with Special Education Needs (Excluding Gifted) Achievement over 3 Year

Grade 9 - Academic

	TCDSB						Province					
	2014 - 2015 N = 228		2015 - 2016 N = 272		2016 - 2017 N = 239		2014 - 2015 N = EC		2015 - 2016 N = 7,169		2016 - 2017 N = 7,561	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	8	4%	4	1%	13	5%	EC	EC	375	5%	472	6%
Level 3	157	69%	177	65%	147	62%	EC	EC	4,747	66%	4,938	65%
Level 2	32	14%	58	21%	48	20%	EC	EC	1,197	17%	1,242	16%
Level 1	28	12%	29	11%	24	10%	EC	EC	685	10%	710	9%
Below Level 1	1	<1%	1	<1%	5	2%	EC	EC	56	1%	59	1%
No Data	2	1%	3	1%	2	1%	EC	EC	109	2%	140	2%

Grade 9 - Applied

	TCDSB						Province					
	2014 - 2015 N = 715		2015 - 2016 N = 845		2016 - 2017 N = 679		2014 - 2015 N = EC		2015 - 2016 N = 14,649		2016 - 2017 N = 14,384	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	43	6%	54	6%	45	7%	EC	EC	1,085	7%	1,014	7%
Level 3	198	28%	245	29%	167	25%	EC	EC	4,276	29%	4,290	30%
Level 2	288	40%	332	39%	263	39%	EC	EC	5,242	36%	5,013	35%
Level 1	115	16%	156	18%	147	22%	EC	EC	2,503	17%	2,626	18%
Below Level 1	53	7%	45	5%	38	6%	EC	EC	1,016	7%	887	6%
No Data	18	3%	13	2%	19	3%	EC	EC	527	4%	554	4%

EC = Due to exceptional circumstances in 2015, provincial data are unavailable to report provincial results.

All Students with Special Education Needs (Excluding Gifted)

OSSLT - FTE

	TCDSB						Province					
	2014 - 2015 N = 1,182		2015 - 2016 N = 1,184		2016 - 2017 N = 1,221		2014 - 2015 N = 25,772		2015 - 2016 N = 25,907		2016 - 2017 N = 26,311	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	508	56%	503	56%	502	53%	11,702	54%	11,526	53%	11,741	52%
Not Successful	393	44%	388	44%	441	47%	10,167	46%	10,426	47%	10,825	48%
Fully Participating	901	76%	891	75%	943	77%	21,869	85%	21,952	85%	22,566	86%
Absent	13	1%	7	1%	8	1%	753	3%	749	3%	822	3%
Deferred	268	23%	286	24%	270	22%	3,150	12%	3,206	12%	2,923	11%
Exempted	32		37		39		1,379		1,390		1,252	

OSSLT - PE

	TCDSB						Province					
	2014 - 2015 N = 848		2015 - 2016 N = 976		2016 - 2017 N = 971		2014 - 2015 N = 21,881		2015 - 2016 N = 22,033		2016 - 2017 N = 22,624	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	170	35%	135	27%	150	32%	3,325	35%	3,158	34%	3,014	34%
Not Successful	311	65%	372	73%	321	68%	6,045	65%	6,009	66%	5,832	66%
Fully Participating	481	57%	507	52%	471	49%	9,369	43%	9,167	42%	8,846	39%
Absent	50	6%	81	8%	75	8%	1,846	8%	1,895	9%	1,869	8%
Deferred	66	8%	67	7%	59	6%	2,202	10%	2,238	10%	2,320	10%
Exempted	25		8		23		1,860		1,660		1,542	
OSSLC	251	30%	321	33%	366	38%	8,464	39%	8,733	40%	9,589	42%

Note: Successful and Not Successful percentages are based on those Fully Participating. Number of students Exempted is from those Deferred.

Reading Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2014 - 2015 N = 1,033		2015 - 2016 N = NP		2016 - 2017 N = 1,046		2014 - 2015 N = 91		2015 - 2016 N = NP		2016 - 2017 N = 132	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	32	3%	NP	NP	43	4%	4	4%	NP	NP	5	4%
Level 3	372	36%	NP	NP	431	41%	26	29%	NP	NP	33	25%
Level 2	428	41%	NP	NP	387	37%	15	16%	NP	NP	34	26%
Level 1	81	8%	NP	NP	70	7%	4	4%	NP	NP	7	5%
NE 1	18	2%	NP	NP	17	2%	3	3%	NP	NP	3	2%
No Data	13	1%	NP	NP	13	1%	2	2%	NP	NP	4	3%
Exempt	89	9%	NP	NP	85	8%	37	41%	NP	NP	46	35%

Writing Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2014 - 2015 N = 1,033		2015 - 2016 N = NP		2016 - 2017 N = 1,046		2014 - 2015 N = 91		2015 - 2016 N = NP		2016 - 2017 N = 132	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	13	1%	NP	NP	4	<1%	2	2%	NP	NP	0	0%
Level 3	566	55%	NP	NP	569	54%	34	37%	NP	NP	52	39%
Level 2	333	32%	NP	NP	354	34%	14	15%	NP	NP	28	21%
Level 1	19	2%	NP	NP	16	2%	0	0%	NP	NP	0	0%
NE 1	5	<1%	NP	NP	9	1%	3	3%	NP	NP	1	1%
No Data	15	1%	NP	NP	15	1%	2	2%	NP	NP	5	4%
Exempt	82	8%	NP	NP	79	8%	36	40%	NP	NP	46	35%

Math Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2014 - 2015 N = 1,046		2015 - 2016 N = NP		2016 - 2017 N = 1,062		2014 - 2015 N = 91		2015 - 2016 N = NP		2016 - 2017 N = 132	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	27	3%	NP	NP	26	2%	7	8%	NP	NP	7	5%
Level 3	309	30%	NP	NP	300	28%	28	31%	NP	NP	25	19%
Level 2	475	45%	NP	NP	481	45%	14	15%	NP	NP	38	29%
Level 1	120	11%	NP	NP	145	14%	2	2%	NP	NP	8	6%
NE 1	20	2%	NP	NP	15	1%	2	2%	NP	NP	3	2%
No Data	12	1%	NP	NP	12	1%	2	2%	NP	NP	5	4%
Exempt	83	8%	NP	NP	83	8%	36	40%	NP	NP	46	35%

Reading Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2014 - 2015 N = 1,230		2015 - 2016 N = NP		2016 - 2017 N = 1,287		2014 - 2015 N = 91		2015 - 2016 N = NP		2016 - 2017 N = 130	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	18	1%	NP	NP	20	2%	2	2%	NP	NP	4	3%
Level 3	532	43%	NP	NP	597	46%	24	26%	NP	NP	39	30%
Level 2	521	42%	NP	NP	541	42%	22	24%	NP	NP	46	35%
Level 1	60	5%	NP	NP	35	3%	7	8%	NP	NP	2	2%
NE 1	6	<1%	NP	NP	7	1%	2	2%	NP	NP	0	0%
No Data	12	1%	NP	NP	11	1%	1	1%	NP	NP	1	1%
Exempt	81	7%	NP	NP	76	6%	33	36%	NP	NP	38	29%

Writing Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2014 - 2015 N = 1,230		2015 - 2016 N = NP		2016 - 2017 N = 1,287		2014 - 2015 N = 91		2015 - 2016 N = NP		2016 - 2017 N = 130	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	31	3%	NP	NP	33	3%	6	7%	NP	NP	6	5%
Level 3	553	45%	NP	NP	644	50%	28	31%	NP	NP	49	38%
Level 2	521	42%	NP	NP	489	38%	20	22%	NP	NP	33	25%
Level 1	25	2%	NP	NP	24	2%	1	1%	NP	NP	2	2%
NE 1	4	<1%	NP	NP	11	1%	1	1%	NP	NP	1	1%
No Data	15	1%	NP	NP	11	1%	2	2%	NP	NP	1	1%
Exempt	81	7%	NP	NP	75	6%	33	36%	NP	NP	38	29%

Math Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2014 - 2015 N = 1,228		2015 - 2016 N = NP		2016 - 2017 N = 1,287		2014 - 2015 N = 91		2015 - 2016 N = NP		2016 - 2017 N = 130	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	29	2%	NP	NP	25	2%	4	4%	NP	NP	5	4%
Level 3	160	13%	NP	NP	161	13%	15	16%	NP	NP	19	15%
Level 2	401	33%	NP	NP	390	30%	13	14%	NP	NP	27	21%
Level 1	521	42%	NP	NP	605	47%	18	20%	NP	NP	37	28%
NE 1	17	1%	NP	NP	18	1%	6	7%	NP	NP	2	2%
No Data	13	1%	NP	NP	9	1%	1	1%	NP	NP	1	1%
Exempt	87	7%	NP	NP	79	6%	34	37%	NP	NP	39	30%

Grade 9 - Academic

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2014 - 2015 N = 228		2015 - 2016 N = 272		2016 - 2017 N = 239		2014 - 2015 N = 21		2015 - 2016 N = 21		2016 - 2017 N = 22	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	8	4%	4	1%	13	5%	3	14%	2	10%	6	27%
Level 3	157	69%	177	65%	147	62%	18	86%	15	71%	13	59%
Level 2	32	14%	58	21%	48	20%	0	0%	1	5%	1	5%
Level 1	28	12%	29	11%	24	10%	0	0%	1	5%	1	5%
Below Level 1	1	<1%	1	<1%	5	2%	0	0%	0	0%	1	5%
No Data	2	1%	3	1%	2	1%	0	0%	2	10%	0	0%

Grade 9 - Applied

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2014 - 2015 N = 715		2015 - 2016 N = 845		2016 - 2017 N = 679		2014 - 2015 N = 17		2015 - 2016 N = 17		2016 - 2017 N = 31	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	43	6%	54	6%	45	7%	2	12%	3	18%	5	16%
Level 3	198	28%	245	29%	167	25%	5	29%	5	29%	10	32%
Level 2	288	40%	332	39%	263	39%	7	41%	7	41%	10	32%
Level 1	115	16%	156	18%	147	22%	1	6%	1	6%	4	13%
Below Level 1	53	7%	45	5%	38	6%	1	6%	0	0%	1	3%
No Data	18	3%	13	2%	19	3%	1	6%	1	6%	1	3%

NOTES:

•For OSSLT, Successful and Not Successful percentages are based on those who are Fully Participating. Identified exceptional students who are not working towards the OSSD may be exempted from the Literacy requirement. Schools may choose to defer for a student to write the assessment in a later year.

•OSSLC indicates the percentage of student who would be fulfilling the Literacy requirement through the Ontario Secondary School Literacy Course (OSSLC).

•Not Reported (N/R) indicates the number of participating students are fewer than 10 in a group.

OSSLT - FTE

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2014 - 2015 N = 1,182		2015 - 2016 N = 1,184		2016 - 2017 N = 1,221		2014 - 2015 N = 56		2015 - 2016 N = 55		2016 - 2017 N = 62	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	508	56%	503	56%	502	53%	32	74%	27	71%	32	84%
Not Successful	393	44%	388	44%	441	47%	11	26%	11	29%	6	16%
Fully Participating	901	76%	891	75%	943	77%	43	77%	38	69%	38	61%
Absent	13	1%	7	1%	8	1%	0	0%	0	0%	1	2%
Deferred	268	23%	286	24%	270	22%	13	23%	17	31%	23	37%

OSSLT - PE

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2014 - 2015 N = 848		2015 - 2016 N = 976		2016 - 2017 N = 971		2014 - 2015 N = 35		2015 - 2016 N = 37		2016 - 2017 N = 45	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	170	35%	135	27%	150	32%	8	40%	5	28%	3	15%
Not Successful	311	65%	372	73%	321	68%	12	60%	13	72%	17	85%
Fully Participating	481	57%	507	52%	471	49%	20	57%	18	49%	20	44%
Absent	50	6%	81	8%	75	8%	0	0%	0	0%	3	7%
Deferred	66	8%	67	7%	59	6%	5	14%	3	8%	4	9%
OSSLC	251	30%	321	33%	366	38%	10	29%	16	43%	18	40%

Note: Successful and Not Successful percentages are based on those Fully Participating.

- For OSSLT, Successful and Not Successful percentages are based on those who are Fully Participating. Identified exceptional students who are not working towards the OSSD may be exempted from the Literacy requirement. Schools may choose to defer for a student to write the assessment in a later year.
- OSSLC indicates the percentage of student who would be fulfilling the Literacy requirement through the Ontario Secondary School Literacy Course (OSSLC).
- Not Reported (N/R) indicates the number of participating students are fewer than 10 in a group.
- NP = “Non-participating” indicates that due to exceptional circumstances, some or all of the school’s or board’s students did not participate

Reading Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LD					
	2014 - 2015 N = 1,033		2015 - 2016 N = NP		2016 - 2017 N = 1,046		2014 - 2015 N = 34		2015 - 2016 N = NP		2016 - 2017 N = 12	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	32	3%	NP	NP	43	4%	0	0%	NP	NP	0	0%
Level 3	372	36%	NP	NP	431	41%	15	44%	NP	NP	5	42%
Level 2	428	41%	NP	NP	387	37%	16	47%	NP	NP	6	50%
Level 1	81	8%	NP	NP	70	7%	1	3%	NP	NP	1	8%
NE 1	18	2%	NP	NP	17	2%	1	3%	NP	NP	0	0%
No Data	13	1%	NP	NP	13	1%	0	0%	NP	NP	0	0%
Exempt	89	9%	NP	NP	85	8%	1	3%	NP	NP	0	0%

Writing Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LD					
	2014 - 2015 N = 1,033		2015 - 2016 N = NP		2016 - 2017 N = 1,046		2014 - 2015 N = 34		2015 - 2016 N = NP		2016 - 2017 N = 12	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	13	1%	NP	NP	4	<1%	0	0%	NP	NP	0	0%
Level 3	566	55%	NP	NP	569	54%	24	71%	NP	NP	9	75%
Level 2	333	32%	NP	NP	354	34%	8	24%	NP	NP	2	17%
Level 1	19	2%	NP	NP	16	2%	1	3%	NP	NP	0	0%
NE 1	5	<1%	NP	NP	9	1%	0	0%	NP	NP	1	8%
No Data	15	1%	NP	NP	15	1%	0	0%	NP	NP	0	0%
Exempt	82	8%	NP	NP	79	8%	1	3%	NP	NP	0	0%

Math Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LD					
	2014 - 2015 N = 1,046		2015 - 2016 N = NP		2016 - 2017 N = 1,062		2014 - 2015 N = 35		2015 - 2016 N = NP		2016 - 2017 N = 13	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	27	3%	NP	NP	26	2%	3	9%	NP	NP	1	8%
Level 3	309	30%	NP	NP	300	28%	13	37%	NP	NP	3	23%
Level 2	475	45%	NP	NP	481	45%	15	43%	NP	NP	8	62%
Level 1	120	11%	NP	NP	145	14%	3	9%	NP	NP	1	8%
NE 1	20	2%	NP	NP	15	1%	0	0%	NP	NP	0	0%
No Data	12	1%	NP	NP	12	1%	0	0%	NP	NP	0	0%
Exempt	83	8%	NP	NP	83	8%	1	3%	NP	NP	0	0%

Reading Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LD					
	2014 - 2015 N = 1,230		2015 - 2016 N = NP		2016 - 2017 N = 1,287		2014 - 2015 N = 189		2015 - 2016 N = NP		2016 - 2017 N = 178	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	18	1%	NP	NP	20	2%	1	1%	NP	NP	2	1%
Level 3	532	43%	NP	NP	597	46%	92	49%	NP	NP	98	55%
Level 2	521	42%	NP	NP	541	42%	83	44%	NP	NP	68	38%
Level 1	60	5%	NP	NP	35	3%	5	3%	NP	NP	5	3%
NE 1	6	<1%	NP	NP	7	1%	1	1%	NP	NP	1	1%
No Data	12	1%	NP	NP	11	1%	4	2%	NP	NP	3	2%
Exempt	81	7%	NP	NP	76	6%	3	2%	NP	NP	1	1%

Writing Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LD					
	2014 - 2015 N = 1,230		2015 - 2016 N = NP		2016 - 2017 N = 1,287		2014 - 2015 N = 189		2015 - 2016 N = NP		2016 - 2017 N = 178	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	31	3%	NP	NP	33	3%	3	2%	NP	NP	5	3%
Level 3	553	45%	NP	NP	644	50%	87	46%	NP	NP	89	50%
Level 2	521	42%	NP	NP	489	38%	83	44%	NP	NP	76	43%
Level 1	25	2%	NP	NP	24	2%	9	5%	NP	NP	2	1%
NE 1	4	<1%	NP	NP	11	1%	0	0%	NP	NP	2	1%
No Data	15	1%	NP	NP	11	1%	4	2%	NP	NP	3	2%
Exempt	81	7%	NP	NP	75	6%	3	2%	NP	NP	1	1%

Math Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LD					
	2014 - 2015 N = 1,228		2015 - 2016 N = NP		2016 - 2017 N = 1,287		2014 - 2015 N = 188		2015 - 2016 N = NP		2016 - 2017 N = 178	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	29	2%	NP	NP	25	2%	1	1%	NP	NP	1	1%
Level 3	160	13%	NP	NP	161	13%	31	16%	NP	NP	22	12%
Level 2	401	33%	NP	NP	390	30%	63	34%	NP	NP	61	34%
Level 1	521	42%	NP	NP	605	47%	81	43%	NP	NP	86	48%
NE 1	17	1%	NP	NP	18	1%	3	2%	NP	NP	3	2%
No Data	13	1%	NP	NP	9	1%	3	2%	NP	NP	3	2%
Exempt	87	7%	NP	NP	79	6%	6	3%	NP	NP	2	1%

Grade 9 - Academic

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Learning Disability					
	2014 - 2015 N = 228		2015 - 2016 N = 272		2016 - 2017 N = 239		2014 - 2015 N = 71		2015 - 2016 N = 80		2016 - 2017 N = 65	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	8	4%	4	1%	13	5%	1	1%	0	0%	2	3%
Level 3	157	69%	177	65%	147	62%	53	75%	55	69%	45	69%
Level 2	32	14%	58	21%	48	20%	6	8%	16	20%	12	18%
Level 1	28	12%	29	11%	24	10%	10	14%	9	11%	5	8%
Below Level 1	1	<1%	1	<1%	5	2%	0	0%	0	0%	1	2%
No Data	2	1%	3	1%	2	1%	1	1%	0	0%	0	0%

Grade 9 - Applied

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Learning Disability					
	2014 - 2015 N = 715		2015 - 2016 N = 845		2016 - 2017 N = 679		2014 - 2015 N = 280		2015 - 2016 N = 264		2016 - 2017 N = 201	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	43	6%	54	6%	45	7%	20	7%	20	8%	16	8%
Level 3	198	28%	245	29%	167	25%	85	30%	80	30%	48	24%
Level 2	288	40%	332	39%	263	39%	117	42%	94	36%	81	40%
Level 1	115	16%	156	18%	147	22%	38	14%	47	18%	45	22%
Below Level 1	53	7%	45	5%	38	6%	16	6%	19	7%	9	4%
No Data	18	3%	13	2%	19	3%	4	1%	4	2%	2	1%

NOTES

•For OSSLT, Successful and Not Successful percentages are based on those who are Fully Participating. Identified exceptional students who are not working towards the OSSD may be exempted from the Literacy requirement. Schools may choose to defer for a student to write the assessment in a later year.

•OSSLC indicates the percentage of student who would be fulfilling the Literacy requirement through the Ontario Secondary School Literacy Course (OSSLC).

•Not Reported (N/R) indicates the number of participating students are fewer than 10 in a group.

•NP = “Non-participating” indicates that due to exceptional circumstances, some or all of the school’s or board’s students did not participate

OSSLT - FTE

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Learning Disability					
	2014 - 2015 N = 1,182		2015 - 2016 N = 1,184		2016 - 2017 N = 1,221		2014 - 2015 N = 547		2015 - 2016 N = 445		2016 - 2017 N = 422	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	508	56%	503	56%	502	53%	227	55%	181	56%	174	52%
Not Successful	393	44%	388	44%	441	47%	189	45%	144	44%	161	48%
Fully Participating	901	76%	891	75%	943	77%	416	76%	325	73%	335	79%
Absent	13	1%	7	1%	8	1%	5	1%	2	<1%	1	<1%
Deferred	268	23%	286	24%	270	22%	126	23%	118	27%	86	20%

OSSLT - PE

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Learning Disability					
	2014 - 2015 N = 848		2015 - 2016 N = 976		2016 - 2017 N = 971		2014 - 2015 N = 435		2015 - 2016 N = 398		2016 - 2017 N = 378	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	170	35%	135	27%	150	32%	79	38%	64	29%	66	35%
Not Successful	311	65%	372	73%	321	68%	128	62%	155	71%	125	65%
Fully Participating	481	57%	507	52%	471	49%	207	48%	219	55%	191	51%
Absent	50	6%	81	8%	75	8%	28	6%	32	8%	24	6%
Deferred	66	8%	67	7%	59	6%	37	9%	26	7%	16	4%
OSSLC	251	30%	321	33%	366	38%	163	37%	121	30%	147	39%

Note: Successful and Not Successful percentages are based on those Fully Participating.

NOTES:

- For OSSLT, Successful and Not Successful percentages are based on those who are Fully Participating. Identified exceptional students who are not working towards the OSSD may be exempted from the Literacy requirement. Schools may choose to defer for a student to write the assessment in a later year.
- OSSLC indicates the percentage of student who would be fulfilling the Literacy requirement through the Ontario Secondary School Literacy Course (OSSLC).
- Not Reported (N/R) indicates the number of participating students are fewer than 10 in a group.
- NP = “Non-participating” indicates that due to exceptional circumstances, some or all of the school’s or board’s students did not participate

Reading Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LI					
	2014 - 2015 N = 1,033		2015 - 2016 N = NP		2016 - 2017 N = 1,046		2014 - 2015 N = 77		2015 - 2016 N = NP		2016 - 2017 N = 70	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	32	3%	NP	NP	43	4%	0	0%	NP	NP	2	3%
Level 3	372	36%	NP	NP	431	41%	24	31%	NP	NP	28	40%
Level 2	428	41%	NP	NP	387	37%	38	49%	NP	NP	27	39%
Level 1	81	8%	NP	NP	70	7%	5	6%	NP	NP	5	7%
NE 1	18	2%	NP	NP	17	2%	3	4%	NP	NP	0	0%
No Data	13	1%	NP	NP	13	1%	2	3%	NP	NP	1	1%
Exempt	89	9%	NP	NP	85	8%	5	6%	NP	NP	7	10%

Writing Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LI					
	2014 - 2015 N = 1,033		2015 - 2016 N = NP		2016 - 2017 N = 1,046		2014 - 2015 N = 77		2015 - 2016 N = NP		2016 - 2017 N = 70	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	13	1%	NP	NP	4	<1%	0	0%	NP	NP	0	0%
Level 3	566	55%	NP	NP	569	54%	44	57%	NP	NP	34	49%
Level 2	333	32%	NP	NP	354	34%	21	27%	NP	NP	29	41%
Level 1	19	2%	NP	NP	16	2%	5	6%	NP	NP	1	1%
NE 1	5	<1%	NP	NP	9	1%	0	0%	NP	NP	0	0%
No Data	15	1%	NP	NP	15	1%	5	6%	NP	NP	0	0%
Exempt	82	8%	NP	NP	79	8%	2	3%	NP	NP	6	9%

Math Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LI					
	2014 - 2015 N = 1,046		2015 - 2016 N = NP		2016 - 2017 N = 1,062		2014 - 2015 N = 77		2015 - 2016 N = NP		2016 - 2017 N = 70	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	27	3%	NP	NP	26	2%	1	1%	NP	NP	1	1%
Level 3	309	30%	NP	NP	300	28%	30	39%	NP	NP	13	19%
Level 2	475	45%	NP	NP	481	45%	30	39%	NP	NP	41	59%
Level 1	120	11%	NP	NP	145	14%	11	14%	NP	NP	8	11%
NE 1	20	2%	NP	NP	15	1%	1	1%	NP	NP	0	0%
No Data	12	1%	NP	NP	12	1%	2	3%	NP	NP	0	0%
Exempt	83	8%	NP	NP	83	8%	2	3%	NP	NP	7	10%

Reading Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LI					
	2014 - 2015 N = 1,230		2015 - 2016 N = NP		2016 - 2017 N = 1,287		2014 - 2015 N = 76		2015 - 2016 N = NP		2016 - 2017 N = 60	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	18	1%	NP	NP	20	2%	0	0%	NP	NP	0	0%
Level 3	532	43%	NP	NP	597	46%	23	30%	NP	NP	18	30%
Level 2	521	42%	NP	NP	541	42%	40	53%	NP	NP	37	62%
Level 1	60	5%	NP	NP	35	3%	7	9%	NP	NP	2	3%
NE 1	6	<1%	NP	NP	7	1%	0	0%	NP	NP	0	0%
No Data	12	1%	NP	NP	11	1%	2	3%	NP	NP	1	2%
Exempt	81	7%	NP	NP	76	6%	4	5%	NP	NP	2	3%

Writing Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LI					
	2014 - 2015 N = 1,230		2015 - 2016 N = NP		2016 - 2017 N = 1,287		2014 - 2015 N = 76		2015 - 2016 N = NP		2016 - 2017 N = 60	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	31	3%	NP	NP	33	3%	0	0%	NP	NP	1	2%
Level 3	553	45%	NP	NP	644	50%	36	47%	NP	NP	28	47%
Level 2	521	42%	NP	NP	489	38%	33	43%	NP	NP	25	42%
Level 1	25	2%	NP	NP	24	2%	1	1%	NP	NP	3	5%
NE 1	4	<1%	NP	NP	11	1%	0	0%	NP	NP	0	0%
No Data	15	1%	NP	NP	11	1%	2	3%	NP	NP	1	2%
Exempt	81	7%	NP	NP	75	6%	4	5%	NP	NP	2	3%

Math Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LI					
	2014 - 2015 N = 1,228		2015 - 2016 N = NP		2016 - 2017 N = 1,287		2014 - 2015 N = 76		2015 - 2016 N = NP		2016 - 2017 N = 60	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	29	2%	NP	NP	25	2%	1	1%	NP	NP	0	0%
Level 3	160	13%	NP	NP	161	13%	6	8%	NP	NP	8	13%
Level 2	401	33%	NP	NP	390	30%	22	29%	NP	NP	17	28%
Level 1	521	42%	NP	NP	605	47%	39	51%	NP	NP	31	52%
NE 1	17	1%	NP	NP	18	1%	1	1%	NP	NP	2	3%
No Data	13	1%	NP	NP	9	1%	2	3%	NP	NP	0	0%
Exempt	87	7%	NP	NP	79	6%	5	7%	NP	NP	2	3%

Grade 9 - Academic

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Language Impairment					
	2014 - 2015 N = 228		2015 - 2016 N = 272		2016 - 2017 N = 239		2014 - 2015 N = 6		2015 - 2016 N = 9		2016 - 2017 N = 6	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	8	4%	4	1%	13	5%	0	0%	0	0%	0	0%
Level 3	157	69%	177	65%	147	62%	6	100%	7	78%	5	83%
Level 2	32	14%	58	21%	48	20%	0	0%	0	0%	1	17%
Level 1	28	12%	29	11%	24	10%	0	0%	2	22%	0	0%
Below Level 1	1	<1%	1	<1%	5	2%	0	0%	0	0%	0	0%
No Data	2	1%	3	1%	2	1%	0	0%	0	0%	0	0%

Grade 9 - Applied

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Language Impairment					
	2014 - 2015 N = 715		2015 - 2016 N = 845		2016 - 2017 N = 679		2014 - 2015 N = 35		2015 - 2016 N = 34		2016 - 2017 N = 43	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	43	6%	54	6%	45	7%	4	11%	1	3%	4	9%
Level 3	198	28%	245	29%	167	25%	5	14%	13	38%	12	28%
Level 2	288	40%	332	39%	263	39%	17	49%	14	41%	14	33%
Level 1	115	16%	156	18%	147	22%	5	14%	4	12%	9	21%
Below Level 1	53	7%	45	5%	38	6%	3	9%	1	3%	4	9%
No Data	18	3%	13	2%	19	3%	1	3%	1	3%	0	0%

OSSLT - FTE

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Language Impairment					
	2014 - 2015 N = 1,182		2015 - 2016 N = 1,184		2016 - 2017 N = 1,221		2014 - 2015 N = 41		2015 - 2016 N = 53		2016 - 2017 N = 47	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	508	56%	503	56%	502	53%	10	32%	13	39%	14	50%
Not Successful	393	44%	388	44%	441	47%	21	68%	20	61%	14	50%
Fully Participating	901	76%	891	75%	943	77%	31	76%	33	62%	28	60%
Absent	13	1%	7	1%	8	1%	0	0%	0	0%	0	0%
Deferred	268	23%	286	24%	270	22%	10	24%	20	38%	19	40%

OSSLT - PE

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Language Impairment					
	2014 - 2015 N = 848		2015 - 2016 N = 976		2016 - 2017 N = 971		2014 - 2015 N = 37		2015 - 2016 N = 40		2016 - 2017 N = 39	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	170	35%	135	27%	150	32%	10	50%	5	25%	3	14%
Not Successful	311	65%	372	73%	321	68%	10	50%	15	75%	19	86%
Fully Participating	481	57%	507	52%	471	49%	20	54%	20	50%	22	56%
Absent	50	6%	81	8%	75	8%	2	5%	2	5%	1	3%
Deferred	66	8%	67	7%	59	6%	4	11%	2	5%	5	13%
OSSLC	251	30%	321	33%	366	38%	11	30%	16	40%	11	28%

Note: Successful and Not Successful percentages are based on those Fully Participating.

NOTES:

•For OSSLT, Successful and Not Successful percentages are based on those who are Fully Participating. Identified exceptional students who are not working towards the OSSD may be exempted from the Literacy requirement. Schools may choose to defer for a student to write the assessment in a later year.

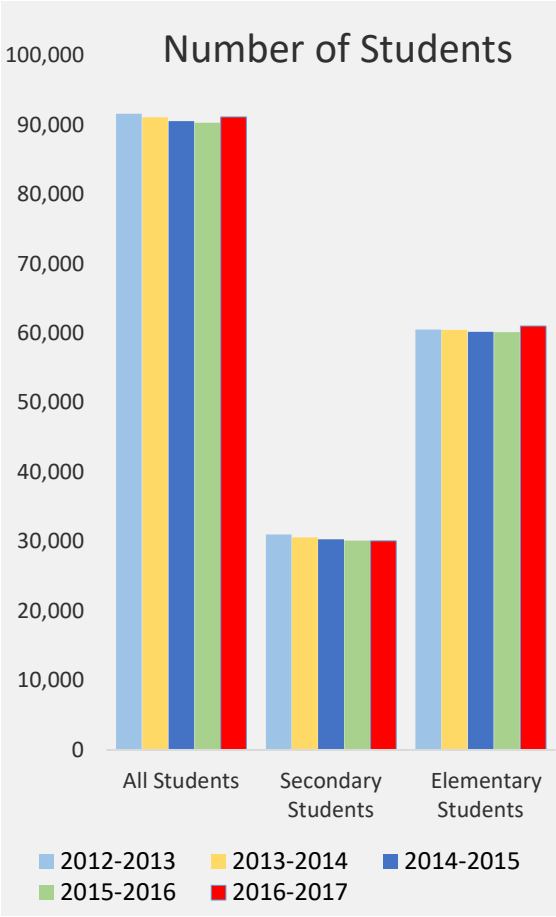
•OSSLC indicates the percentage of student who would be fulfilling the Literacy requirement through the Ontario Secondary School Literacy Course (OSSLC).

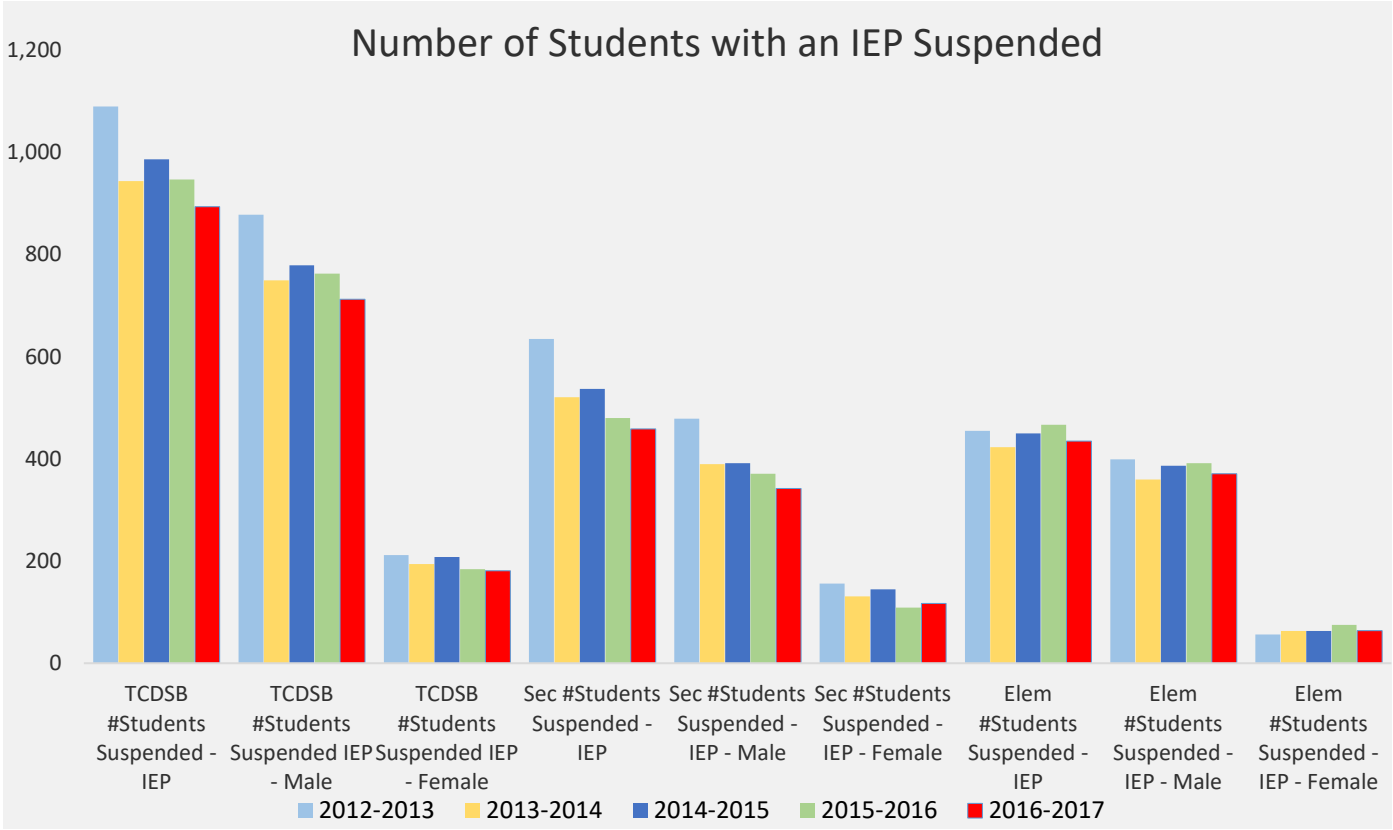
•Not Reported (N/R) indicates the number of participating students are fewer than 10 in a group.

•NP = “Non-participating” indicates that due to exceptional circumstances, some or all of the school’s or board’s students did not participate

Number of Students with an IEP Suspended

TCDSB	All Students	Secondary Students	Elementary Students	TCDSB #Students Suspended - IEP	TCDSB #Students Suspended IEP - Male	TCDSB #Students Suspended IEP - Female	Sec #Students Suspended - IEP	Sec #Students Suspended - IEP - Male	Sec #Students Suspended - IEP - Female	Elem #Students Suspended - IEP	Elem #Students Suspended - IEP - Male	Elem #Students Suspended - IEP - Female
2012-2013	91,596	31,038	60,555	1,090	878	212	635	479	156	455	399	56
2013-2014	91,115	30,631	60,484	944	750	194	521	390	131	423	360	63
2014-2015	90,541	30,319	60,222	987	779	208	537	392	145	450	387	63
2015-2016	90,333	30,149	60,184	947	763	184	480	371	109	467	392	75
2016-2017	91,144	30,109	61,035	894	713	181	459	342	117	435	371	64





<table>
<tr><th colspan="2">Accountability Framework Committee Plan 2016-17</th></tr>
<tr><td>Exceptionality:
Autism</td><td>Number of students (K-12) with this exceptionality: 1763
K – 8 Regular Class: 918
K – 8 Special Education Class: 348
Gr. 9 – 12 Regular Class: 280
Gr. 9 – 12 Special Education Class: 217</td></tr>
<tr><td colspan="2">Subgroup targeted: Students in Year 1 of the Program to Assist Social Thinking (PAST)</td></tr>
<tr><td>Goal(s) (2016-17):
For 2016/17 a sub-committee was struck to prepare information focusing on classroom strategies for self-regulation and to develop a tool to track student improvement with self-regulation.</td><td>Goal Timeline:
2016/17
2017/18- Targeted students in PAST Program and tracking students
2018/19</td></tr>
<tr><td colspan="2">Instructional Strategy:
• Initially Stuart Shankar's 5 domain model of self-regulation, biological; emotional; social; prosocial; cognitive was discussed as a resource to help develop strategies that could be shared across the system;
• Classroom strategies for self-regulation focusing on rigidity and flexibility were investigated</td></tr>
<tr><td colspan="2">Data supporting Observations:
Stuart Shankar's book, Calm, Alert and Learning: Classroom Strategies for Self-Regulation was shared with various resource teachers to aid with their work with classroom teachers and students. In reviewing this approach, it was determined that we needed to gather better data to help inform our practice in supporting students with Autism with self-regulation in the classroom.</td></tr>
<tr><td colspan="2">Outcomes/Observations/Learning:
• Sub-committee discussions led to the goal being refined. In looking at the successful strategies used in the PAST program, it was determined a case study would be a better way of obtaining measurable data.
• Building capacity in the system through targeted Professional Development (PD) has continued in 2017/18.
• The two-year PD plan delivering a 3-day Autism workshop focusing on ABA principals, educational practices, communication, sensory and understanding behaviour will be completed 2017/18. The focus of the PD has been on Kindergarten and Special Education elementary schools and one teacher in every elementary school in Kindergarten and Special Education have been invited to attend this PD. The</td></tr>
</table>

expectation is that the information from the workshop be shared with the staff at the school in order to build capacity.

- The following PD opportunities were offered to support staff throughout the year: ABA Training for Students with Autism Spectrum Disorders (ASD); Communication and Autism: Effective Communication Strategies for the Classroom Setting; Understanding & Addressing Challenging Behaviours of Students with ASD. This was well received and will continue in 2017/18.
- Ministry sponsored Autism certificate courses for educators through the Geneva Centre was offered. Interest in this certification continues to be high, as a result this will continue in 2017/18.
- The team developed intake kits for all Autism Support Teachers in elementary to help understand the skills of students that are new to school or the board.

Accountabily Framework Committee Plan 2017-18

Goal for 2017-18:	Goal Timeline:
The self-regulation of students in the PAST program will be tracked. By the end of the school year, more students in the PAST program will be able to identify their emotions independently, identify a reason for their emotion and identify a strategy addressing the emotion. The focus is to track the progress of the students in identifying and using strategies to address their emotions to demonstrate overall improvement in self-regulation. The most effective strategies used to teach this curriculum where students are successful will be recorded to create resources that can be shared to build capacity within the schools to support students with Autism.	2017/18, 2018/19, 2019/20

Intended Outcomes:

If students are explicitly taught strategies to be flexible in their thinking, to understand their emotions and to play cooperatively, then there will an improvement in their self-regulation skills. Using checklists and feedback from the teachers in the PAST program, the data will be tracked to measure success. This is a 3-year goal that will follow the group of Year 1 students. In addition, the committee's goal is to communicate with all classrooms what effective self-regulation techniques have been found in order to assist all students with Autism to reach their full potential.

Accountability Framework for Special Education 2016-17	
Exceptionality: Behaviour	Number of Students with this exceptionality: 188
Subgroup targeted: 126 Students in ISP class	
Goal (2016-17): Focus on social/emotional prerequisite skills for learning Reading, Writing and Mathematics through the development of social skills, self-esteem, self-advocacy and self-regulations skills.	Goal Timeline: September 2015 – June 2017

Instructional Strategy:

- Deliver *Stop Now And Plan (SNAP)* which is an evidence based behavioural model that provides a framework for teaching children struggling with behaviour issues effective emotional regulation, self-control and problem-solving skills in each Behavioural ISP
- Provide designated in-services to both ISP Behaviour Teachers and Child & Youth Workers which focus on training, monitoring and evaluation of the *Stop Now And Plan (SNAP)* program
- Provide learning opportunities regarding classroom management, self-regulation, building positive rapport and increasing collaborative activities during unstructured times such as recess
- Involve the Child Development Institute in the monitoring of the *Stop Now And Plan (SNAP)* program by observing Behaviour ISP Classrooms and providing feedback to Behaviour ISP staff
- Devise individual measurable goals, develop specific strategies, evaluate progress on a weekly basis and revise or create new goals together with each student registered in a Behaviour ISP. These goals should be based upon concepts with the SNAP program
- Provide support to assist in the development and consistency of tracking and revision of those individual measurable goals
- Articulate the progress of the individual measurable goals to parents/ guardians of students in the Behaviour ISP
- Upon request, provide the *Friends* program in Behaviour ISP Classes and/or classes in which students with behavioural identifications attend
- Foster a Professional Learning Network through on-going e-mail communications amongst Behaviour ISP Teachers, CYWS and the Behaviour ISP Assessment and Program Teacher

- Support for the Behaviour ISP programs with the ISP Assessment and Program Teacher
- Develop a list of recommended classroom resources to support the development of social skills, self-esteem, self-advocacy and self-regulations skills
- Use JUMP Math
- Use Lexia Reading Programme
- Use Assistive technology (i.e. Smart Board, Premier, Co-writer, Draft Builder, Kurzweil and Dragon Naturally Speaking)

Data supporting Observations: (where available)

- EQAO data is insufficient due to extremely low numbers of students completing the standardized tests
- All 19 Behavioural ISPs have been monitored through the support of the Behavioural ISP APT and the school social worker
- IPRC reports, IEPs and report cards have been reviewed
- Individual measurable goals were developed for each student in a Behavioural ISP. Progress is monitored with the support of the School Social Worker and the Behaviour ISP APT. Progress with the individual measurable goals is reviewed with parents/ guardians through the regular teacher and parent communication as well as the annual IPRC.

Outcomes/Observations/Learning:

- Staff who provide support in all 19 Behavioural ISPs have been trained in *Stop Now And Plan (SNAP)*. Implementation has been monitored by the Behaviour ISP Assessment and Programing teacher and supported through the Child Development Institute. CDI has indicated that the programs are operating with fidelity. Four additional trainings were provided four Behavioural ISP staff (2 for teachers and 2 for CYWs). The number of students who utilize SNAP skills has increased as indicated in report cards.
- A professional Learning Network through was established with on-going e-mail communications amongst Behaviour ISP Teachers, CYWS and the Behaviour ISP Assessment and Program Teacher. The majority of Behaviour ISP staff have accessed this support.
- The *Friends* program was provided in two Behaviour ISP classes. Students appear less anxious and more prepared to focus on lessons.

- JUMP Math, the Lexia Reading Programme and Assistive technology are being used in each of the 19 Behaviour ISPs. EQUAO scores are insufficient to measure progress but report cards and IPRC reports indicate academic progress for most students.
- Levels of integration for students have increased which could lead to increased demission rates.

Accountability Framework for Special Education 2017-18

Goal for 2017-18: Increase the capacity of classroom teachers and educational assistants to support the integration of students registered in a Behavioural ISP and/or support the self-regulation of students registered in a "regular" classroom setting.	Goal Timeline: September 2017 to June 2019

Intended Outcomes: Prior to the completion of the 2018/19 school year, "regular" classroom teachers and educational assistant will have increased opportunities to obtain evidence based knowledge and to develop evidence based strategies which support the self-regulation of students.

Instructional Strategies:

- Within at least 30 classrooms located in various schools across the TCDSB, in both the 2017/18 and 2018/19 school years, the Student Support Response Teams, (consisting of a Behaviour Intervention Teacher and a Child & Youth Worker, will support a student who is experiencing self-regulation difficulties). Their interventions will model evidence based strategies for the classroom teacher and if applicable, education assistant.
- Further develop staff knowledge of evidence based de-escalation strategies by providing a new CPI training format to increase the yearly number of TCDSB employees who are certified in Crisis Prevention Intervention (CPI).
- Prior to the completion of the 2018/19 school year, revise the format for Behavioural Support Plans which may be used in conjunction with Individual Education Plans (IEP)s or on their own to support, monitor and revise self-regulation strategies utilized in the "regular" classroom setting.
- The ISP Behaviour teacher and CYW will provide information to the rest of the staff on the principals and language of the SNAP programme so that they can reinforce the language and strategies in the regular classes and during unstructured times.
- ISP Behaviour teachers and CYWs will share the students' individual measurable goals and specific strategies with each of the integrated teachers.

- The ISP Behaviour teachers and CYWs work collaboratively with the integrated teachers to evaluate the students' progress on a weekly basis and revise or create new goals and strategies together for each student.
- Working collaboratively the ISP Behaviour Teacher, CYW and the integrated teachers will develop a strategy of tracking and revising of those individual measurable goals and strategies.

Accountability Framework for Special Education 2016-17	
Exceptionality: Blind and Low Vision (BLV)	Number of Students with this exceptionality: 54
Subgroup targeted: (e.g. in students with LI, those in LI closed classrooms) Students with BLV needs who receive Tier 3 support (i.e., weekly, direct instruction from a Specialist Teacher of the Blind) from the TDSB Vision Program.	
Goal(s) (2016-17): Regular classroom teachers and other school personnel who support learners with vision loss will engage in targeted professional learning to ensure student success in the inclusive classroom.	Goal Timeline: 2016 – 2017
Instructional Strategy: • 1:1 professional learning provided by TDSB Vision Program staff (Itinerant Vision Teachers, Orientation & Mobility Specialists). • Opportunities to observe specific instructional strategies employed by Vision Program personnel. • Modelling of disability-specific teaching strategies by Vision Program personnel. • Provision of accommodated materials (i.e., braille, tactile diagrams, enlarged print, digital formats) for classroom teachers. • Training and support on the use of assistive technology.	
Data supporting Observations: (where available)	
Outcomes/Observations/Learning: • Classroom teachers are able to deliver the regular curriculum with accommodations for the learner who is visually impaired. • Classroom teachers and school personnel feel more confident and comfortable interacting with a student who is visually impaired. • Classroom teachers are able to engage the learner who is visually impaired using the strategies and materials provided by Vision Program personnel. Include student outcomes: Students have developed greater confidence in their daily classroom interactions.	
2017-18	
Goal for 2017-18: Classroom teachers of students who read braille who receive the most intensive support from the TDSB Vision Program will provide appropriate accommodations that	Goal Timeline: 2017 – 2018 School Year

enable the students to access the Ontario curriculum as independently as possible.	
Data Supporting Observations: After receiving support from the TDSB Vision Program as outlined above in Instructional Strategies, classroom teachers will be surveyed regarding the 4 items listed below.	
Intended Outcomes: • Classroom teachers will demonstrate increased (a) personal comfort level teaching a student who reads braille (b) frequency of consultation with Vision Program personnel (c) ability to assist students who are blind with some aspects of their assistive technology (d) understanding of the learning needs and essential accommodations for a learner who is blind	

Accountability Framework for Special Education 2016-17	
Exceptionality **Deaf/Hard of Hearing**	Number of Students with this exceptionality: 97 30 in ISP classes
Subgroup targeted: students with an identification of D/HH and/or those receiving Itinerant D/HH support	
Goal(s) (2016-17): 1. If teachers of D/HH students engage in collaborative inquiry to deepen their capacity to understand the learning needs of D/HH students who require **Hearing Assistance Technology (HAT)**, then teacher support of HAT use will increase. Progress will be measured by perceptual data (e.g., surveys, interviews) and behavioural data (e.g., classroom observations). 2. If D/HH students engage in collaborative inquiry to reflect upon their own learning profile, then consistent use of Hearing Assistive Technology will increase. Progress will be measured by perceptual data (e.g., surveys, interviews) and behavioural data (e.g., classroom observations).	**Goal Timeline:** **2016/2017 –** collaborative inquiry
Instructional Strategy: • Surveyed 74 D/HH students to explore and examine usage of Hearing Assistance Technology • Surveyed 53 teachers of D/HH students to explore and examine usage of Hearing Assistance Technology • Communicated Accountability Framework for Special Education (AFSE) goals to classroom teachers of D/HH students through consultation with Itinerant D/HH teachers • Provided appropriate professional development to parents and teachers who work with D/HH students in regular and ISP classes, and other Board staff.	
Data supporting Observations: • More than fifty percent of students identified as D/HH and/or those receiving itinerant support engaged in face-to face social networking and communication enrichment experiences, such as Girls' Talk and Boys' Club	

- More than 100 students and their family members attended the annual D/HH family picnic
- Weekly newsletters were shared system-wide on supporting D/HH students in the regular class for Speech, Language and Hearing awareness month in May

Outcomes/Observations/Learning:

- 97% of students who responded to survey are in regular class placements
- 94% of teachers who responded to survey supported students in the regular classroom
- 100% of all D/HH student networking events (Girls' Talk, Boys' Club, annual D/HH family picnic) included parent participation and attendance

Accountability Framework for Special Education 2017-18

Goal for 2017-18:	Goal Timeline: 3 year plan
By June 2018, review and analyze results from 2016-17 surveys (D/HH Student Survey and D/HH Teacher Survey) and based on results, identify one elementary and two high schools to track usage of Hearing Assistance Technology over two years.	**2017/2018 –** data collection **2018/2019 –** track implementation **2019-2020** - track implementation

Intended Outcomes:

By June 2018:

- review and analyze results from 2016-17 surveys (D/HH Student Survey and D/HH Teacher Survey)
- establish a pilot program at one elementary school and two high schools that encourages use of Hearing Assistance Technology in elementary to track student usage in secondary

Accountability Framework for Special Education 2016-17

Exceptionality Gifted	Number of Students with this exceptionality: 2119
Subgroup targeted: 264 students with Giftedness, 2016-17 Grade 6 cohort	
Goal(s) 2016-17: Increase the percentage of students with Giftedness whose Self-Regulation and Organizational skills are rated as "excellent" on their Provincial Report Card. (Baseline: Grade 5 Term 1 Report Card.)	Goal Timeline: This is a 3-year goal: 2016-17 2017-18 2018-19

Instructional Strategies:

- Building capacity for Gifted Withdrawal and Congregated Program Teachers, through professional development activities (October 2016 Newsletter titled *Self-Regulation Skills*, distributed to all TCDSB staff;
- PD presentation on *Supporting the emotional health of students with Giftedness: How to recognize depression/anxiety and how to help*" in December 2016; Supporting regular classroom teachers by offering a bank of IEP Accommodation comments for Gifted students.

Data supporting Observations:

2016/2017 Grade 6 Cohort	Baseline: Grade 5 Term 1 Provincial Report Card		2016/2017 Term 2 Grade 6 Provincial Report Card (264)	
	Organization	Self-Regulation	Organization	Self-Regulation
Excellent	63.3 %	60.6%	65.9%	65.2%
Excellent+Good	90.6%	92.8%	92.4%	93.6%

Outcomes/Observations/Learning:

- Organization and self-regulation skills are have shown a slight increase.
- Continue to implement strategies to address anxiety/perfectionism in students with Giftedness.

Accountability Framework for Special Education 2017-18

Goal for 2017-18: Increase the percentage of students with Giftedness whose Self-Regulation and Organizational skills are rated as "excellent" on their Provincial Report Card.	Goal Timeline: This is a 3-year goal: 2016-17, 2017-18, 2018-19

Intended Outcomes:
To increase and maintain the improvement of organization and self-regulation skills for this cohort through Grade 7 and 8 (by the end of 2018-19 school year) as evidenced in report card ratings to ensure successful transition into secondary school.

ACCOUNTABILITY FRAMEWORK FOR SPECIAL EDUCATION 2016-17	
Exceptionality **LANGUAGE IMPAIRMENT**	Number of Students with this exceptionality: 840
Subgroups targeted: 1. students in Language Impaired – Intensive Support Programs 2. kindergarten and primary students board-wide at risk for oral language delays	
Goal(s) (2016-17): 1)If LI-ISP teachers engage in a collaborative study, then they will deepen their capacity to understand the learning needs of students with LI and refine instruction to improve student learning and achievement. 2) If reading instruction for primary students with LI is directly focused on decoding and comprehension, then we can continue to reduce the achievement gap in primary literacy. Progress will be monitored by data collection regarding Empower Reading implementation and student achievement in the LI ISP, evidence-based interventions such a SKIPPA (Senior Kindergarten Intervention Program for Phonemic Awareness) and FIPPA (Focused Intervention Program for Phonemic Awareness).	**Goal Timeline:** 2016/2017 - Collaborative Inquiry
Instructional Strategy: Facilitated early intervention processes (e.g., SLP consultation to kindergarten classrooms; promotion of the board-wide Early Identification Strategy). Implemented strategic roll-out of FIPPA and SKIPPA for selected students in kindergarten and grade one. Delivered Kindergarten Language Program to SK students at risk for oral language and literacy delays. Collaborated with LI-ISP teachers and Accountability Framework committee to examine and develop indicators of functional oral language skills.	

Provided parents and teachers with information and professional development materials relevant for addressing oral language and literacy skills for students with LI.

Data supporting Observations:

- Thirty-six students participated in SKIPPA intervention. On pre- and post-testing, students increased by 22% in their knowledge of the number of phonemes and 100% in number of words on the SKIPPA Word Assessment Tool.
- Twenty-one students participated in the FIPPA intervention. On the Ekwall Oral Reading Levels, student scores increased 100% on pre- and post-measures. Scores for Grade 1 students increased 33% on the Ekwall Listening comprehension levels.
- Two hundred and fifty-six students attended the Kindergarten Language Program. At demission, forty-two students (16%) were recommended for an LI-ISP placement for grade one; further psychological assessment was recommended for eleven students (4.3%); and twenty-six students (10%) were recommended for a developmental assessment.
- Seventy-two percent of the LI-ISP teachers attended a two-day Professional Development Series. 65% of those surveyed reported positively that the Professional Development series was very applicable and that they would apply with their students something new that they learned.
- Forty-nine EAs and CYWs participated in *Conversation in the Classroom***,** a half-day professional development workshop for Support Staff. Eighty-eight percent of those who attended completed a post-workshop survey. 72% indicated that they learned much from the series and 67% reported that they would apply with their students something new that they learned.
- Five teacher and Early Childhood Educator teams attended 4 modules of *ABC and Beyond*, a workshop for Early Years teams. Attendees rated the usefulness of each session on a 5 point scale with *1 being "not useful" and 5 being "very useful",* as follows, *Turn Book Reading into a Conversation,* - 4.6; *Make New Words Sparkle,* - 4.75; *Foster the Development of Print Knowledge* - 4.8; and *Build Phonological Awareness,* 5.

Outcomes/Observations/Learning:

- Both SK and grade 1 students improved in their phonemic awareness skills and Grade 1 students also improved in their decoding skills as a result of the SKIPPA and FIPPA interventions.
- Students who attended the KLP on average, improved from below average performance to low average performance on oral language measures over the course of the program.

- The proportion of LI students with Level 3-4 EQAO Reading scores has improved over the years.
- The proportion of LI students with Level 3-4 EQAO Writing Grade 6 scores has increased over the years from 25% to 49%. The modal Grade 6 reading score is Level 2. In recent years, Level 3 - 4 scores have improved to 30%.

ACCOUNTABILITY FOR SPECIAL EDUCATION 2017-18

Goal for 2017-18:	**Goal Timeline: 3-year goal**
Administer functional speaking and listening measure in Fall 2017 and Spring of 2018 to LI- ISP teachers and classroom teachers of the LI students to explore the progress and the learning needs of students with LI so that teachers can increase their capacity to understand and refine instruction to improve student learning and achievement. Progress will be measured by perceptual data (e.g., surveys, interviews) and behavioural data (e.g., work samples, classroom observations). Survey results will inform goal setting for 2019/2020.	2017/2018 – Data collection 2018-2019 – Data collection 2019-2020 -- Data Analysis

Intended Outcomes:
Over a two-year period, administer and collect twice yearly survey data on oral language measures for at least 80% of students in the LI-ISP classroom.

Accountability Framework for Special Education 2016-17	
Exceptionality Learning Disability	Number of Students with this exceptionality: 2778
Subgroup targeted: All students with LD identification	
Reading: If reading instruction for students with LD is directly focused on decoding and comprehension, we can continue to reduce the achievement gap.	Goal Timeline: This was a longer term goal: 2015-16, 2016- 17
Instructional Strategy: • Empower Reading Intervention (Decoding/Spelling Grade 2-5 and 6-8; Comprehension/ Vocabulary Grade 2-5): offered in 71 TCDSB elementary schools. • 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). • Teacher survey conducted in March 2017: Most teachers report that the program effectively supports learning decoding and comprehension, and student's self confidence in students with LD. • Math instructions supported by a variety of interventions. • Students with LD are supported to learn self-advocacy skills.	
Data supporting Observations: (where available) Reading: 56% of all Grade 6 LD students at level 3 and 4 (compared to 52% in the Province) OSSLT: 52% first time eligible students with LD were successful (50% in the Province)	
Outcomes/Observations/Learning: Continue to implement the above strategies to support students with LD.	
Accountability Framework for Special Education2017-18	
Goal for 2017-18: 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.	Goal Timeline: September 2017-June 2018
Intended Outcomes: 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 practices at the end of the school year.	

Accountability Framework for Special Education 2016-17	
Exceptionality Mild Intellectual Disability	Number of Students with this exceptionality: 373
Subgroup targeted: All	
Goal: To create a framework to support the work of schools with students with the MID identification	Goal Timeline: 2016-17
Instructional Strategy: • Collect resources and strategies to assist in supporting teachers who support students with this exceptionality. • Identify best practices to support the MID population at the elementary and secondary school levels • Develop a communication plan to disseminate information to staff working with MID populations.	
Data supporting Observations: • Students identified with MID do not generally write EQAO assessments • Committee is reviewing alternative learning skills and reporting mechanisms for this student population	
Outcomes/Observations/Learning: Implementation of best practices and strategies in MID ISP classes and in Locally Developed courses to support students with MID.	
Accountability Framework for Special Education2017-18	
Goal for 2017-18: Complete the MID Framework Template and identify strategies to support ongoing work. Share these strategies with schools and staff working with this student population.	Goal Timeline: September 2017-June 2018
Intended Outcomes: Improve outcomes for students identified with MID though responsive practices and program planning both for the elementary and secondary school levels.	

Accountability Framework for Special Education 2016-17	
Exceptionality: **Developmental Disability (DD)/** **Multiple Exceptionalities (ME)**	Number of students (K – 12) with these as a primary exceptionality: Developmental Disability – 141 Multiple Exceptionalities – 182
Subgroup targeted: Students identified with Developmental Disability or Multiple Exceptionalities in a DD/ME Intensive Support Programs (ISP)	
Goal(s) (2016-17): Feedback from the collaborative inquiry suggests the focus should continue to be on functional literacy for students identified with DD-ME in ISP and having alignment across the system when developing the literacy skills for students in a DD-ME ISP.	Goal Timeline: 2016/17 2017/2018 – Professional development for teachers in elementary DD/ME ISPs focusing on functional literacy 2018/2019
Instructional Strategy: • To continue to build capacity in the system through targeted Professional Development. • Two days of professional development for one DD-ME ISP teacher in every secondary school with an ISP class took place. Day one focused on functional literacy and day two focused on understanding challenging behaviours. Strategies presented were encouraged to be used in the classroom. • Supplemental functional literacy resources were purchased for secondary staff. These resources were distributed to secondary staff as part of the Professional Development plan.	
Data supporting Observations: 83% of the secondary schools attended the two days of professional development. All secondary schools with ISP classes have received the resource **Enhance: Functional Literacy Resource**.	
Outcomes/Observations/Learning: • Teacher led professional development occurred to help build capacity with other DD-ME ISP teachers in secondary; • Positive feedback from participants in the professional development was received through a feedback form; • Age appropriate resources were made available to assist in instructional planning; • To continue to update the Pathway to Community Participation Framework draft document. • To update in order to share the Best Practice Guide for elementary DD-ME ISP teachers;	

- To continue to research alternative report cards in other school boards to compare and contrast the alternative report card in our board;
- To support the implementation of an afterschool Professional Learning Network for DD-ME ISP teachers.

Accountability Framework for Special Education 2017-18	
Goal for 2017-18: By the end of the school year, there will be increased teacher understanding and use of MEVille to WEVille to address the functional literacy of elementary students.	Goal Timeline: 2017/18, 2018/19
Intended Outcomes: By the end of June 2019, elementary DD/ME ISP classes will be implementing strategies from the MEVille to WEVille functional literacy program. The goal will be measured through surveys, webinar participation and participation and sharing of best practices during professional development sessions. Student engagement will be increased in functional literacy activities based on surveys and classroom observations.	

EMPOWER™ Reading 2016-17

Empower Reading ™ is an evidence-based reading intervention program, which was developed by the Learning Disabilities Research Program at the Hospital for Sick Children. This program is based on 25 years of research in Canada and the United States.

The TCDSB has continued to offer Empower as an intervention for students in grades 2-5 who have demonstrated significant difficulties in decoding and spelling. Since 2013-14, TCDSB has also offered both a decoding and spelling program for students in grades 6-8, as well as a program focused on comprehension and vocabulary for students in grades 2-5. In 2016-17, 470 students participated in the Gr. 2-5 decoding/spelling program, 47 students participated in the Gr.6-8 decoding/spelling program, and 125 students in the Gr.2-5 comprehension/vocabulary program. Currently (2017-18) TCDSB has 64 active locations/schools providing Empower with many locations offering multiple programs.

Student performance has been measured in all programs through assessments of literacy that are appropriate to the specific decoding or comprehension intervention.

There were no major discrepancies between finding from the 2016-17 school year and those of previous years.

1. Results for students in gr. 2-5 Decoding/Spelling indicate that they made significant gains on:
    - All decoding and word recognition measures provided by SickKids; students answered almost all items on the “KeyWords” emphasized in Empower and up to 80% of the “Challenge Words” (which require students to generalize their decoding skills to new words).
    - The Blending and Segmenting Assessment (TCDSB phonemic awareness measures), with students answering up to 90% of items correctly by June.
    - The Running Record (TCDSB measure). On average these students were well below grade level at the beginning of the program and improvement was observed by June. (For example, there was an increase from 1% to 47% of Grade 2 students reading at grade level).

- Grade 2 and 3 students made the strongest gains in decoding, compared to Grades 4 and 5. This result suggests that students in Grade 4 through 5 have learned some literacy skills through instruction in their Regular or Special Ed classes, but not as much as they would have had they received instruction in Empower
- While students made substantial progress in Empower, many continue to have reading test scores below grade level and will need ongoing support.
- Results from transfer students in Hub schools are similar to those from other Empower students in the same schools. ISP students made gains similar to those of other students.

2. Results for students in gr. 6-8 Decoding/Spelling and gr. 2-5 Comprehension/Vocabulary indicate that:
   - Gr. 6-8 Decoding/Spelling: Results from the SickKids Blending and Segmenting, and Running Record tests indicate substantial improvement over the course of the intervention.
   - Gr. 2-5 Comprehension/Vocabulary: Students improved on the Running Record, especially on the Comprehension component. The oral component of the Quick Comprehension Analysis (QCA) was administered to students in 7 classes at the beginning and end of Empower, revealing improved comprehension at the end of the program.
   - In addition, comprehension teachers completed an exit survey at the end of instruction suggesting that students improved substantially on all the comprehension strategies taught in Empower.

3. Carry-over classes:
   Empower programs are intended to be completed in one school year. However, for a variety of logistical reasons some Empower classes are not completed within the end of the school year and are “carried-over” into the following school year. Since instruction is interrupted by the long summer break, this raises the questions of whether students in carryover classes make the same gains as those who complete Empower in one school year. Data examined from classes that began in the 2015-16 school year and continued into 2016-17 school year indicates:
   - Carryover students generally improved to the same extent or more than same year students.

- When there were differences between same-year and carry-over students, these differences were small.

4. Motivation to Read:

   Teachers indicate that students who receive Empower become more motivated to participate in class and enjoy reading more. In order to document these changes, students in selected gr.2-5 Decoding and Comprehension classes were administered interviews and surveys on their motivation to read. Interviews and surveys were administered in May 2017, which was towards the end of Empower intervention.

   - Students generally had a moderate to good self-concept as a reader and understood the value of reading well.
   - Students were aware of the importance of Empower strategies. Results suggest that this research may provide valuable insight into student confidence and interest in reading. It is suggested that the motivation protocol should be administered at the beginning and end of Empower instruction.

5. Longer term (3 to 4 years post-intervention)

   Student performance on Canadian Achievement Test (CAT) and EQAO was analyzed:

   - Students who take CAT tests after completing Empower have better results than those who take it beforehand. Data indicates that 80% of students who took Empower in Grade 3 had low scores (stanines 1 to 3) on the Grade 2 CAT test; on the Grade 5 test, only 44% had low scores.
   - In Grades 4 and 5, students who enrolled in Empower do so after participating in the Grade 3 EQAO but before the Grade 6 EQAO. For these students, the proportion of Level 1 scores decreased (31% to 12%) on the Grade 6 test relative to Grade 3.
   - While most students improve on the Board and provincial measures, there is a proportion of students who will need further Special Education intervention. Empower teachers suggest that these students are often identified as having a Language Impairment or Learning Disability. Most students need reinforcement after Empower.

LEXIA Intervention

Lexia Reading is a web-based reading intervention, which focuses on:

- Foundational reading development for students pre-K to Grade 5, and
- Reading development for struggling readers in Grades 5-12.

This evidence-based individualized reading intervention provides explicit, systematic, structured practice on the essential reading skills of:

- Phonological Awareness,
- Phonics,
- Structural Analysis,
- Automaticity/Fluency,
- Vocabulary, and
- Comprehension

Students practice and learn these skills by interacting with the online program, as well as by receiving teacher-led Lexia lessons and paper-based practice activities. Students can access Lexia Reading from school, home, public library, etc.

TCDSB implements Lexia as a Tier 2 and Tier 3 intervention to facilitate the development of reading skills for students. Through SBSLT endorsement, students are eligible for Lexia implementation if they are significantly below grade level in their reading skills, **AND** who are:

- identified as Exceptional (primarily LD or LI), **OR**
- assessed as LD or LI or referred for assessment, **OR**
- discussed by SBSLT and have an IEP

The Lexia Reading software also delivers norm-referenced performance data and analysis for each individual student, through the software application. Teachers use the data to track achievement and tailor instruction.

Students currently enrolled in *Empower™ Reading: Decoding and Spelling* are not eligible for Lexia Reading implementation. However, former Empower students who require additional support are eligible if endorsed by SBSLT.

In the Fall of 2016-17 schools were invited to apply for their eligible students. 285 centrally available licenses were distributed to students with LD or LI learning profile or

identification (46 schools received licenses). In late September 2016, 285 licenses were distributed and training was provided by Lexia to teachers who would be using the program throughout the year. In October 2016, 74 teachers and 5 APTs participated in that training.

In March 2017, a teacher survey was conducted and teachers using Lexia were asked to fill it out. Results are below:

- 62 teachers completed the survey – however, not all teachers responded to every question.
- Most teachers started using the software in Fall 2016 (61%) – 24% started before that date
- 70% of all teaches responding attended the training in October 2016
- 54% of teachers have accessed the training on-demand videos under the resources tab
- 59% of teachers are using the software with Primary-aged students
- 90% are using the software with Junior-aged students
- 46% are using the software with Intermediate-aged students
- Most common formal identifications for students using the software are Learning Disabled and Language Impaired:

Answer Choices	Responses	
Learning Disability	76.27%	45
Attention/Hyperactivity Deficit Disorder (ADHD)	32.20%	19
Language Impairment	62.71%	37
Behavioral difficulties	16.95%	10
Emotional difficulties (ex. Anxiety, depression)	8.47%	5
Other	22.03%	13

- The most commonly used Lexia components include Lexia Skill Builders (63% Often or Always) and Lexia Lessons (57% Often or Always) – Lexia Instructional Connections are used 34% of the time Often or Always)
- Most commonly used devices are desktops and laptops:

Answer Choices	Responses	
Desktop/Laptop	86.44%	51
Bring Your Own Device (BYOD)	15.25%	9
Netbook	30.51%	18
Other	35.59%	21

- 50% of the teachers responding to the survey indicate that their students gained, on average, 3-4 levels
- 27% indicated that their students gained 1-2 levels
- 23% indicated that their students gained 5 or more levels
- Most staff found logging-in and accessing program components easy:

	Not at all easy	(no label)	(no label)	Very easy	Total	Weighted Average
a) Register your students in the program?	0.00% 0	11.48% 7	26.23% 16	62.30% 38	61	3.51
b) For students to log onto the program?	0.00% 0	6.56% 4	24.59% 15	68.85% 42	61	3.62
c) Access the resources (skills builders, lexia lessons, certificates, etc.)	0.00% 0	6.67% 4	18.33% 11	75.00% 45	60	3.68

- 59% of teachers reported that they had not experienced difficulties when using the program – 41% did report difficulties
- 56% of students have experienced no difficulties when using the program
- Most teachers report that the software is effective support student decoding and comprehension:

	Not at all	(no label)	(no label)	Very effective	Total	Weighted Average
a) reading decoding skills	1.69% 1	0.00% 0	32.20% 19	66.10% 39	59	3.63
b) reading comprehension	1.72% 1	10.34% 6	43.10% 25	44.83% 26	58	3.31

- Most teachers provided very positive reports regarding all aspects of the Lexia program:

	Not at all	(no label)	(no label)	Very much so	Total	Weighted Average
a) How useful is it?	0.00% 0	4.92% 3	18.03% 11	77.05% 47	61	3.72
b) How engaging is it for the students?	0.00% 0	6.56% 4	31.15% 19	62.30% 38	61	3.56
c) Does it allow for differentiated instruction?	0.00% 0	6.56% 4	21.31% 13	72.13% 44	61	3.66
d) Does it allow for scaffolding?	0.00% 0	1.64% 1	22.95% 14	75.41% 46	61	3.74

- 90% of all teachers would recommend their school purchase more licenses for Lexia – 10% were not sure
- The greatest student gains appear to be in the areas of decoding and self-confidence:

	Not at all	(no label)	(no label)	Very much	Total	Weighted Average
Decoding skills	**0.00%** 0	**10.00%** 6	**45.00%** 27	**45.00%** 27	60	3.35
Comprehension skills	**3.28%** 2	**14.75%** 9	**59.02%** 36	**22.95%** 14	61	3.02
Reading fluency	**0.00%** 0	**25.00%** 15	**51.67%** 31	**23.33%** 14	60	2.98
Written responses to reading	**6.56%** 4	**42.62%** 26	**39.34%** 24	**11.48%** 7	61	2.56
Behaviour	**5.00%** 3	**25.00%** 15	**46.67%** 28	**23.33%** 14	60	2.88
Confidence	**0.00%** 0	**6.56%** 4	**45.90%** 28	**47.54%** 29	61	3.41
Attention	**1.69%** 1	**15.25%** 9	**52.54%** 31	**30.51%** 18	59	3.12
Independence	**0.00%** 0	**8.33%** 5	**55.00%** 33	**36.67%** 22	60	3.28
Computer skills	**1.67%** 1	**16.67%** 10	**41.67%** 25	**40.00%** 24	60	3.20
Other	**5.88%** 1	**17.65%** 3	**47.06%** 8	**29.41%** 5	17	3.00