

AGENDA: 6:00 pm

1. Call to Order/Roll Call
2. Land Acknowledgement
3. Approval of the Agenda
4. [Math Achievement Action Plan](#)
5. [Student Learning & Achievement Report](#)
6. Middle Years Development Index (MDI) – discussion (no copy)
7. Adjournment

We acknowledge our presence on ancestral Anishinaabe and Haudenosaunee Confederacy land as determined by the Dish with One Spoon treaty.

The intent of this agreement is for all nations sharing this territory to do so responsibly, respectfully and sustainably in perpetuity.

We respect the longstanding relationships with the local Indigenous communities, the Mississaugas of the Credit First Nation and the Six Nations of the Grand River.



EXECUTIVE REPORT TO PROGRAM COMMITTEE

TO: PROGRAM COMMITTEE

FROM: Sheryl Robinson Petrazzini, Director of Education

DATE: October 24, 2023

PREPARED BY: Estella Jones, Superintendent of Student Achievement K-12 Board Math Lead

RE: HWDSB Math Achievement Action Plan 2023-24

Action

Monitoring

Background

The Hamilton-Wentworth District School Board (HWDSB) is committed to creating the conditions for students to experience a sense of belonging and be engaged in dynamic learning to reach their potential and build their own future. The HWDSB Math Achievement Action Plan places the student at its centre with a focus on understanding and meeting individual needs to improve student achievement.

The HWDSB Math Achievement Action Plan is informed by the Ministry's Math Achievement Action Plan (2023) which is designed to support student achievement and results in mathematics across the province in Grades 3, 6, and 9. The HWDSB Math Achievement Action Plan includes the use of proven evidence-informed strategies and approaches to address the needs identified in schools and focuses on the following three priority actions.

- Curriculum Fidelity: Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement
- Math Content Knowledge for Teaching: Engaging in ongoing learning to strengthen mathematics content knowledge for teaching
- Knowing Your Student: Knowing the mathematics learner and ensuring mathematical tasks, interventions, and supports are relevant and responsive

Math Priority Schools

Forty-six HWDSB schools have been identified by the Ministry of Education as priority schools for mathematics, including 43 Elementary and 3 Secondary schools. To support students with their learning and to increase teacher capacity, 24 Math Facilitators have been assigned to these math priority schools to work directly with students as well as to collaborate and support classroom teachers.

For details regarding the HWDSB Math Achievement Action Plan, please see Appendix A.

HWDSB MATH ACHIEVEMENT ACTION PLAN 2023-24

EXPECTED OUTCOMES

Outcomes	All Schools Targets	Priority Schools Targets
Increase the percentage of students achieving provincial standard or above on report cards for current cohort of Grades 3, 6, and 9 students	Increase by 2%	Increase by 4%
Increase the percentage of students achieving provincial standard or above on the 2023-24 mathematics portion of EQAO assessment by reducing the gap between board and provincial results in Grades 3, 6, and 9	Decrease gap by 3%	Decrease gap by 5%
Increase the percentage of students in Grades 3, 6, and 9 who report positive results regarding math attitudes and confidence	Increase by 4%	Increase by 7%

PRIORITY ACTION: Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement

- 1) Engage in ongoing professional learning on the curriculum and use of High Impact Instructional Practices
- 2) Connect instruction and assessment to curriculum expectations and long term essential mathematical understandings using developmental continuums
- 3) Leverage digital math resources to support curriculum-linked practice

Performance Indicators

- ⇒ Educator reporting of learning and use of High Impact Instructional Practices with students
- ⇒ Number of educators engaging in professional learning around curriculum implementation
- ⇒ Data on number of students accessing digital math resource, Knowledgehook, as well as time on task, and task completion, in Grades 3, 6, and 9

PRIORITY ACTION: Engaging in ongoing learning to strengthen mathematics content knowledge for teaching

- 1) Utilize student achievement data and student work to establish focus areas of mathematics professional learning
- 2) Engage in collaborative meetings to deepen knowledge of mathematics, curriculum, instruction and intervention
- 3) Model a positive and curious learning stance with mathematics to create an environment where students are excited and confident about learning math

Performance Indicators

- ⇒ Student achievement by level across curriculum expectations and/or key concepts in Grades 3, 6, and 9
- ⇒ Number of educators participating in collaborative meetings and self assessments of learning
- ⇒ Educator observations of classroom environment

PRIORITY ACTION: Knowing the mathematics learning, and ensuring mathematical tasks, interventions and supports are relevant and responsive

- 1) Use a variety of assessments to support teachers with student learning by providing targeted supports for students
- 2) Monitor and respond to students' perception of and confidence in math
- 3) Plan, teach, and assess learning in culturally responsive and relevant ways that motivate students to take ownership of their learning of, and progress in, mathematics

Performance Indicators

- ⇒ Educator reporting use of a variety of regular assessment practices such as conferencing, exit cards, written practice, portfolios, observations, EQAO questions, and surveys, to inform programming
- ⇒ Students reporting positive results regarding math attitudes and confidence as indicated by their response to the statement 'I am good at mathematics' in Grades 3, 6, and 9
- ⇒ Educators reporting observations of planning, teaching and assessing in culturally responsive and relevant ways



HWDSB Annual Plan Report

Name of Report: Student Learning and Achievement Plan Report (2022-2023)

Date: October 24th, 2023

Background

I. The 2022-23 Annual Plan for Student Learning and Achievement is the final annual plan for the 2016-23 HWDSB Strategic Directions. In terms of student achievement, the plan outlined expectations for improving graduation outcomes and reading achievement, particularly for students currently and historically underserved.

The following report provides:

- Details on the execution and results of the 2022-23 Board Annual Plan, goals, targets and strategies for student learning and achievement
- An update on the 2022-23 Education Quality Accountability Office (EQAO) results.
- Consideration for future Board Annual Plans based on the new Multi-year Strategic Plan (MYSP).

Annual Plan Implementation

Graduation Goal

Goal #1: Improving the graduation outcome for all students and closing the gap for those currently and historically underserved.

Target: At least 80 per cent of students within each cohort making progress towards graduation/graduating¹.

Strategies:

- Investing in People: Provide differentiated professional learning on culturally responsive and relevant pedagogy, blended learning and personalized learning with a particular focus on engaging currently and historically underserved students.
- Strategy: Leveraging Effective Practices: Implement instructional, assessment and engagement practices focused on improving the outcomes for all students in grades seven to twelve.
- Strategy: Refining Measures of Progress: Develop and implement the tools required to monitor the progress students make towards graduation on a regular basis, from grade seven onwards at the classroom, school, and system levels.

Activities

Staff's focus in 2022-23 was to implement instructional practices and programming that respond to student interests and learning needs, and to create supportive and inclusive classrooms, especially for Grade 9 students. These practices included Culturally Relevant and Responsive Pedagogy (CRRP), Indigenous Educational Wellness and Universal Design for Learning (UDL).

Professional learning for principals, vice-principals and teachers raised awareness of how to create inclusive and supportive learning environments. As an example, English Department Heads used learning materials with Indigenous perspectives that were accurate, authentic and accountable.

¹ *Graduation includes obtaining an Ontario Secondary School Diploma, Certificate of Achievement and/or Certificate of Accomplishment

Staff developed two self-directed HUB courses: Inclusive Classroom Practices Kindergarten to Grade Twelve and Planning for Success: Universal Design for Learning as a resource for all educators. Principals, vice-principals and teachers learned how to implement an UDL approach for students by embedding accommodations and supports into the classroom experience. For example, every board provisioned device has accessibility tools that can be made available for every student, not just those who require them as an accommodation. This UDL practice fosters inclusion and reduces any stigma that may be attached to needing assistive technology.

To support implementation of the de-streamed Grade 9 Program, a Grade 9 Lead Teacher was added to each secondary school. These teachers supported their colleagues by sharing effective practices learned in year one of destreaming. They also worked in classrooms with students. We also added a second Student Success Teacher in every school to support de-streaming and student success using Ministry of Education COVID Recovery funding. This additional teacher supported students academically and with social or emotional challenges. They also led the work to re-engage students who left school without graduating or whose attendance was interfering with their success. Staff leveraged the Ministry of Education's Tutoring Supports funding to create opportunities for more than 500 students to improve their achievement and recover or rescue a credit to stay on track for graduation.

Principals, vice-principals and educators continued to remove streaming practices and barriers in course selection to keep the greatest number of opportunities for students. Student and family presentations communicated high expectations for every student and the importance of student and family choice in the course and pathways selection process. Staff encouraged Grade 9 students to take academic courses in Grade 10 to leave pathways open. The number of students choosing Grade 10 Applied Mathematics has declined over the past two years because of this work.

Pathways Programs engaged students and contributed to their success in attaining credits and graduating. As outlined in the [May 1st, 2023 Program Pathways Report](#), programs like Cooperative Education (Co-Op), Dual Credits, Ontario Youth Apprenticeship Program (OYAP) and Specialist High Skills Major (SHSM) engage students in learning about their interests and provides experiential, post-secondary related learning. Students in these programs graduate at a higher rate than the board average.

Executive Council monitors this goal through observational data gathered by principals, vice-principals and superintendents during school and classroom visits, and through Executive Council Quarterly Reviews.

Results

In 2022-23, we measured each cohort's progress towards graduation using credit accumulation data. The following data represents the current students and those students who have already graduated:

80% of the 2022-23 cohort (this year's Grade 10 students) are on track to graduate.

67 % of the 2021-22 cohort (this year's Grade 11 students) are on track to graduate.

68 % of the 2020-21 cohort (this year's Grade 12 students) are on track to graduate.

76 % of the 2019-20 cohort (this year's Grade 12+ students) have already graduated.

HWDSB projects that 82% of the 2017-18 cohort will graduate within 5 years and, because 83% of the cohort have earned 30 credits, we expect 83% of the 2018-19 cohort will graduate.

Please see Appendix A: 2022-23 Student Learning and Achievement Data for additional information.

Reading Goal

Goal #2: Improving the reading achievement of all students and closing the gap for those currently and historically underserved.

Target: At least 75 per cent of students within each cohort on track as an effective reader.

Strategies:

- Investing in People: Provide differentiated professional learning on comprehensive literacy instruction, assessment, and interventions with a particular focus on engaging currently and historically underserved student.
- Leveraging Effective Practices: Implement effective reading instruction and assessment practices from kindergarten to grade six.
- Refining Measures of Progress: Develop and implement the tools required to regularly monitor the progress students make towards becoming proficient readers from kindergarten to grade six at the classroom, school and system levels.

In 2022-23, staff worked to address the recommendations in the Ontario Human Rights Commission's Right to Read report. Educators in schools increased their understanding about how to create supportive and inclusive classroom environments for students through approaches such as CRRP, UDL, and Indigenous Educational Wellness for success in reading.

Principals, vice-principals and teachers participated in professional development about these strategies throughout the year. Principals and vice-principals learned about the importance of reading in the context of Human Rights and how to lead the implementation of effective reading instruction and interventions in schools. They also reviewed the Ministry of Education's expectations for early reading, as communicated in [Effective Early Reading Instruction: A Educator's Guide](#). Educators (teachers and early childhood educators) learned how to provide small group targeted instruction to address learning needs and the importance of CRRP to engaging older students in reading. Key resources for educators included the Junior Reading Strategy to support teachers in Grades 3 to 6 to help older students to develop their reading skills. As with the Early Reading Strategy, the Junior Reading Strategy includes a "Milestones" document that charts a progression of observable reading behaviours. Another area of learning was how to effectively implement reading interventions such as Empower™ Reading and Lexia Core 5™ Reading for those students who need additional support to learn to read.

Staff began to implement reading strategies such as systematic and direct instruction in phonics as highlighted in the Right to Read report to close achievement gaps related to COVID-19 especially Kindergarten to Grade 3. Also, Reading Specialists began the year in Grade 2 classrooms partnering with teachers to identify learning needs and develop programming, before returning to work in Kindergarten and Grade 1 classrooms in November.

Staff offered tutoring programs to students in Grades 1 to 6 to improve reading skills. The Phonics Academy provided students with focused, explicit phonics instruction. Home Reading with a Heart for Grade 2 students built fluency and comprehension skills. The Junior Phonics Academy provided older students with explicit phonics instruction.

Executive Council monitors this goal through observational data gathered by principals, vice-principals and superintendents during school and classroom visits, and through Executive Council Quarterly Reviews.

Results

Staff monitored this goal through student achievement in the Reading strand of the Language curriculum on the June Report Card. A "B" in the Reading strand of Language represents being an "effective reader."

75 percent of HWDSB students within each cohort on track as an effective reader in Grades 3 through 6.

Please see Appendix A: 2022-23 Student Learning and Achievement Data for additional information.

2022-23 Education Quality Accountability Office (EQAO) Results

Staff is pleased to note that the percentage of first-time eligible students who were successful on the Ontario Secondary School Literacy Test (OSSLT) rose to 77%, which reduced the gap with the province. OSSLT success rates reflect the effective literacy practices in place across many subject areas, the depth of knowledge in how to support students in preparing for the assessment and how students' have developed digital skills (using their board provisioned devices) to successfully navigate the assessment. Tutoring Support funds were also used for OSSLT support, for those students who had previously written the assessment.

Staff is analyzing the 2022-23 results for Grades 3, 6 and 9 which showed that fewer students achieved the provincial standard (Level 3) than in the province. We are mindful of the on-going impact of the COVID-19 pandemic on student learning and achievement. The Grade 3 cohort, for instance, were in Kindergarten in 2019-20 and experienced learning disruptions in Grades 1 and 2, pivotal years for reading acquisition. For Grade 6 students, 2022-23 was their first experience completing an EQAO assessment because of the shift to remote learning in spring 2020. It is notable that the students in grades 9 and 10 who had previously completed an EQAO assessment and experienced pandemic interruptions as older students, had the best results compared to their provincial peers.

Another trend in the overall data relates to students achieving at Levels 2 or 4. In Grades 3, 6 and 9, more HWDSB students attain Level 2 than in the province, and fewer HWDSB students achieve above the standard at Level 4. To make sustained improvements on the assessment, this is an important phenomenon to analyze. The provincial data has many students performing at Level 2 too, but the percentage of students at Level 2 in HWDSB is consistently and significantly higher.

With the on-going impact of the pandemic in mind, staff are taking action to improve student learning and achievement in 2023-24, including:

- Developing and implementing a Math Action Plan to improve student outcomes in Grades 3, 6, and 9.
- Expanding the Math Facilitator team in size to 22 and (18 elementary and 4 secondary) and role, with a greater emphasis on supporting classrooms and providing interventions to improve student learning.
- Developing and implementing a revised Reading Strategy, with a K-12 scope, to align with the new [Ontario Curriculum: Language 1-8](#), [ENL I W English Curriculum](#) and [Policy and Program Memorandum 168: Reading and Early Reading Screening](#).
- Expanding the Reading Specialist role to include Kindergarten to Grade 3 and working directly with students on reading interventions.
- Expanding the Elementary Student Success Teacher team to 21 and re-emphasizing their classroom and intervention role with Grade 7 and 8 students with lagging mathematics and reading skills.
- Hiring Grade 9 Support Teachers for each secondary school to support students with academic and well-being needs that are interfering with their learning.
- Increasing the number of Graduation Coaches for Black Students.
- Supporting the Indigenous Education Circle Strategic Action Plan (IECSAP) through additional staffing.

For detailed results, please see Appendix B: 2022-23 Education Quality Accountability Office (EQAO) Results.

Future Annual Plan Goals

The [Multi-year Strategic Plan \(MYSP\)](#), will drive the new Board Annual Plan. While all the new Strategic Directions inform student learning and achievement, the Direction "Providing Equitable Quality Education" describes how "We will offer equitable quality educational opportunities to improve student engagement, learning and achievement for future readiness." The opportunity ahead is to formalize this commitment into a plan that will improve student learning and achievement for every student, every day, and in every learning space.

Appendix A: 2022-23 Student Learning and Achievement Data



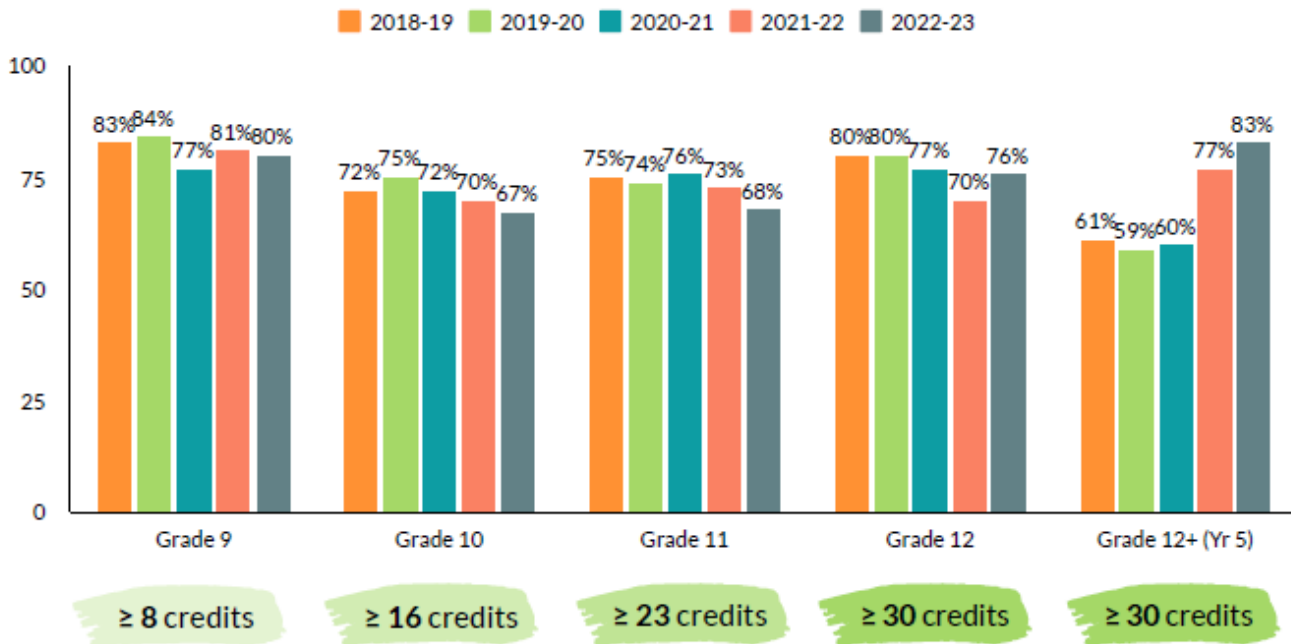
Student Learning and Achievement Report

ALL STUDENTS GRADUATING

TARGET: At least 80 per cent of students within each cohort making progress towards graduation/graduating.

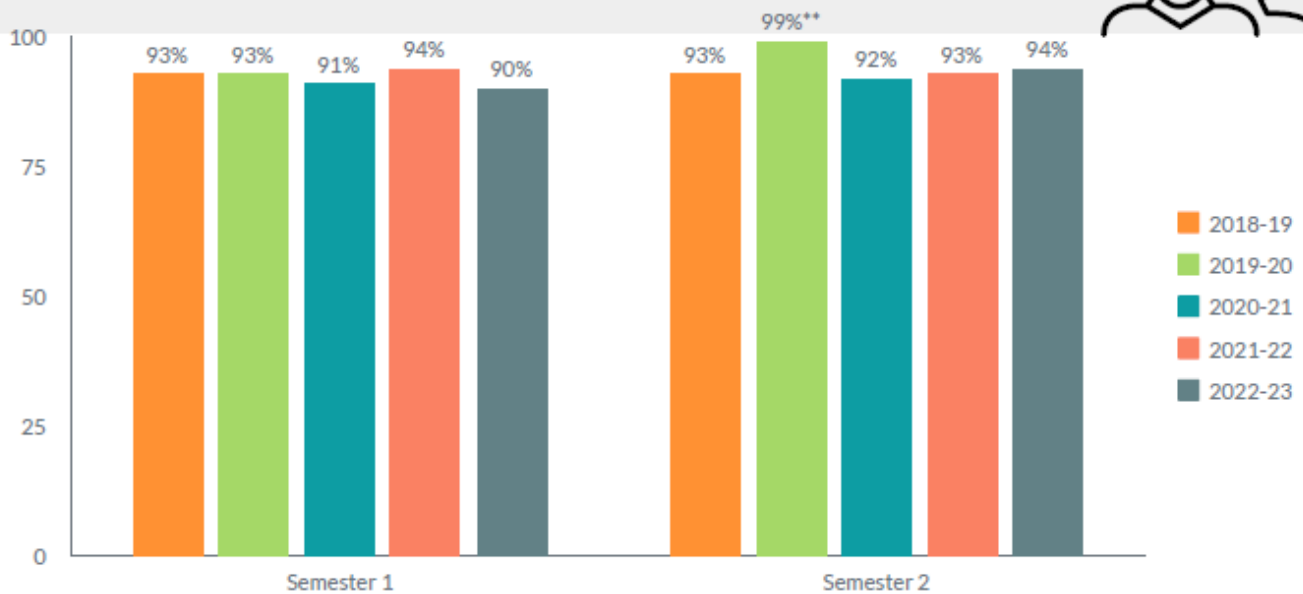


Credit Accumulation by End of School Year



ALL STUDENTS COURSE SUCCESS

TARGET: At least 90 per cent of courses are successfully passed by students



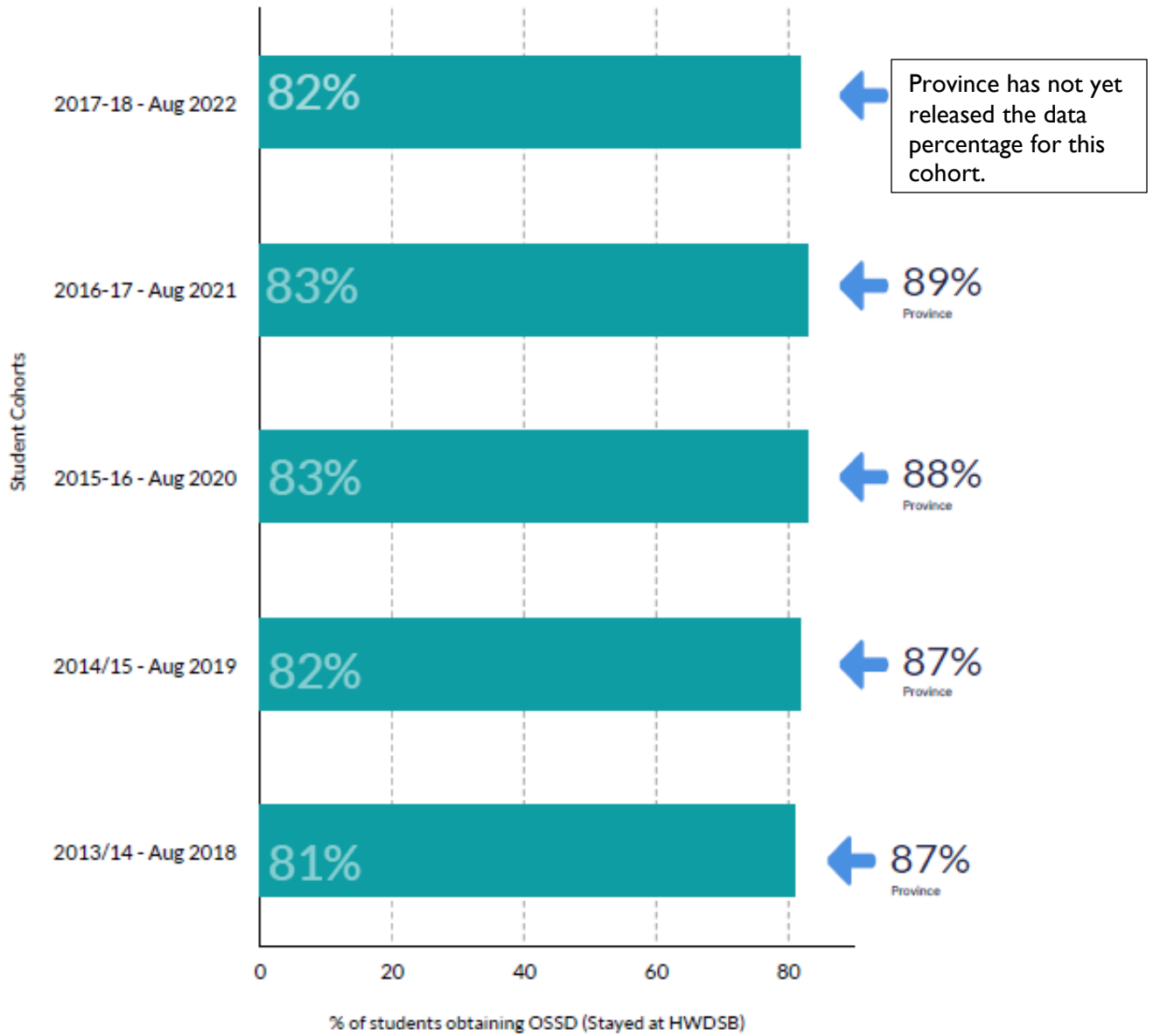
** COVID19 school closure



ALL STUDENTS GRADUATING

TARGET: At least 80 per cent of students within each cohort making progress towards graduation/graduating.

Graduation Rate - 5 Year

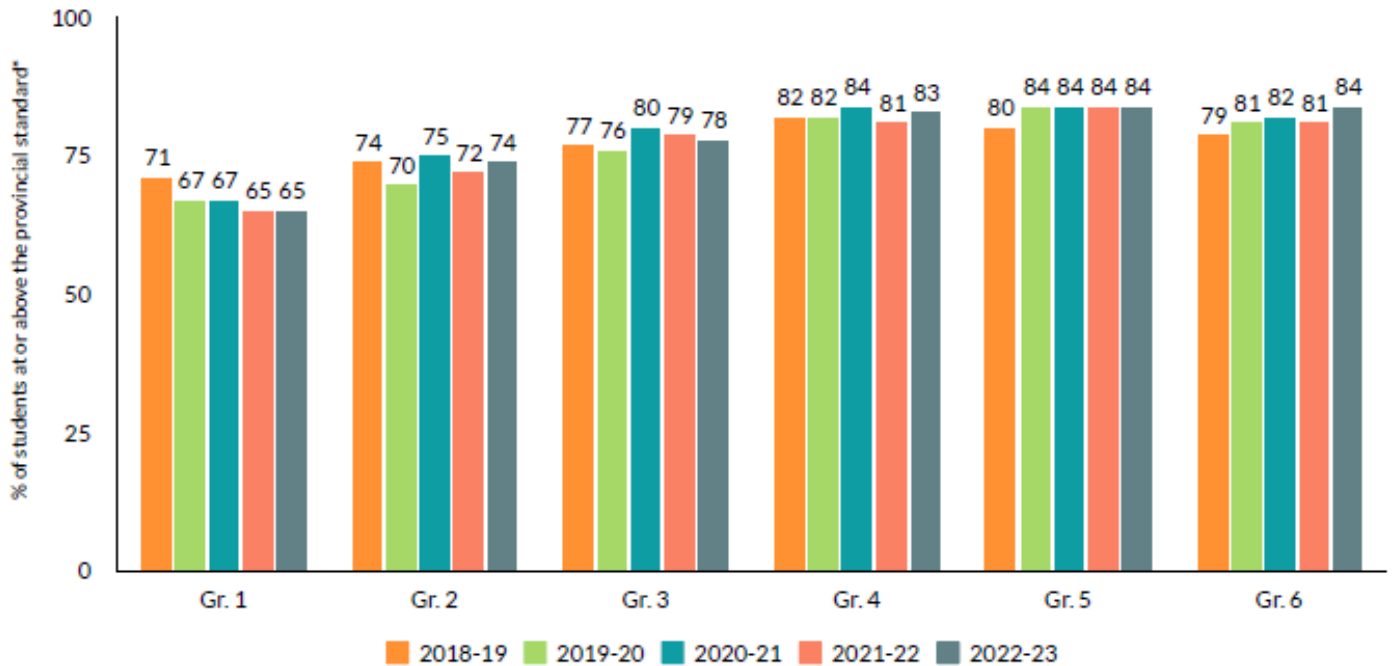




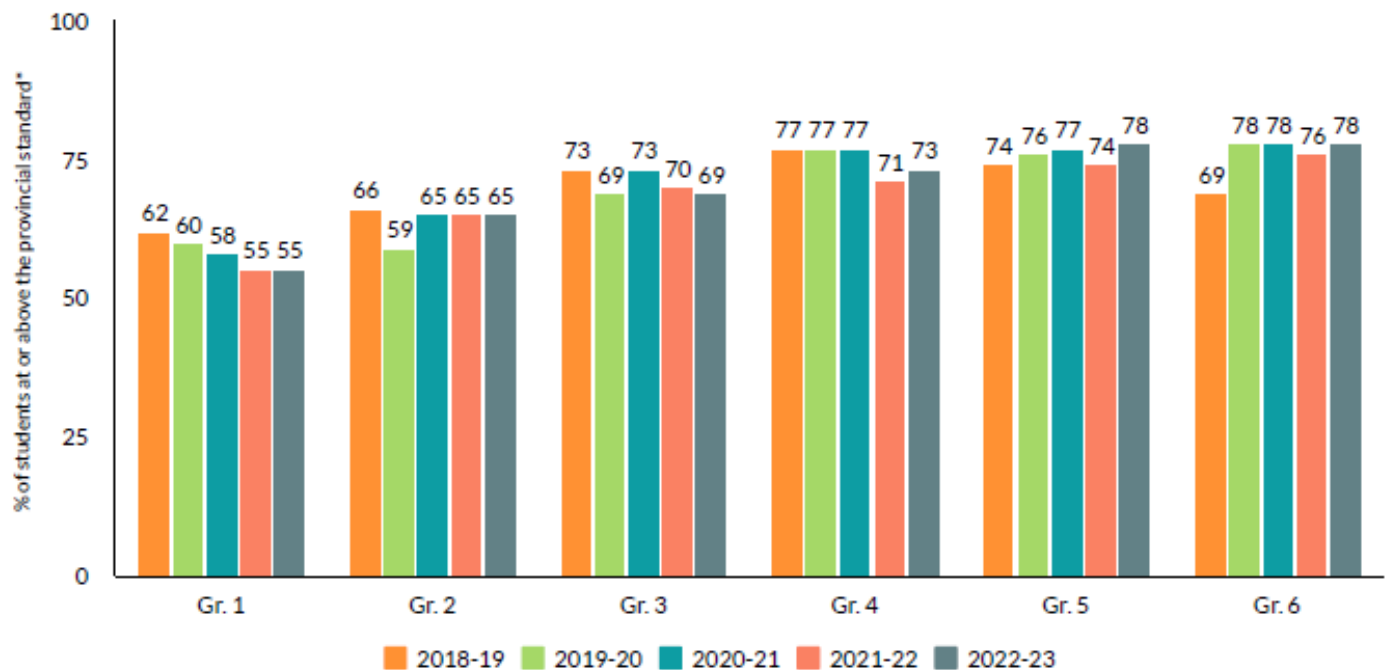
ALL STUDENTS READING

TARGET: At least 75 per cent of students within each cohort on track as an effective reader.

All Schools: Grades 1-6 Reading at Report 2



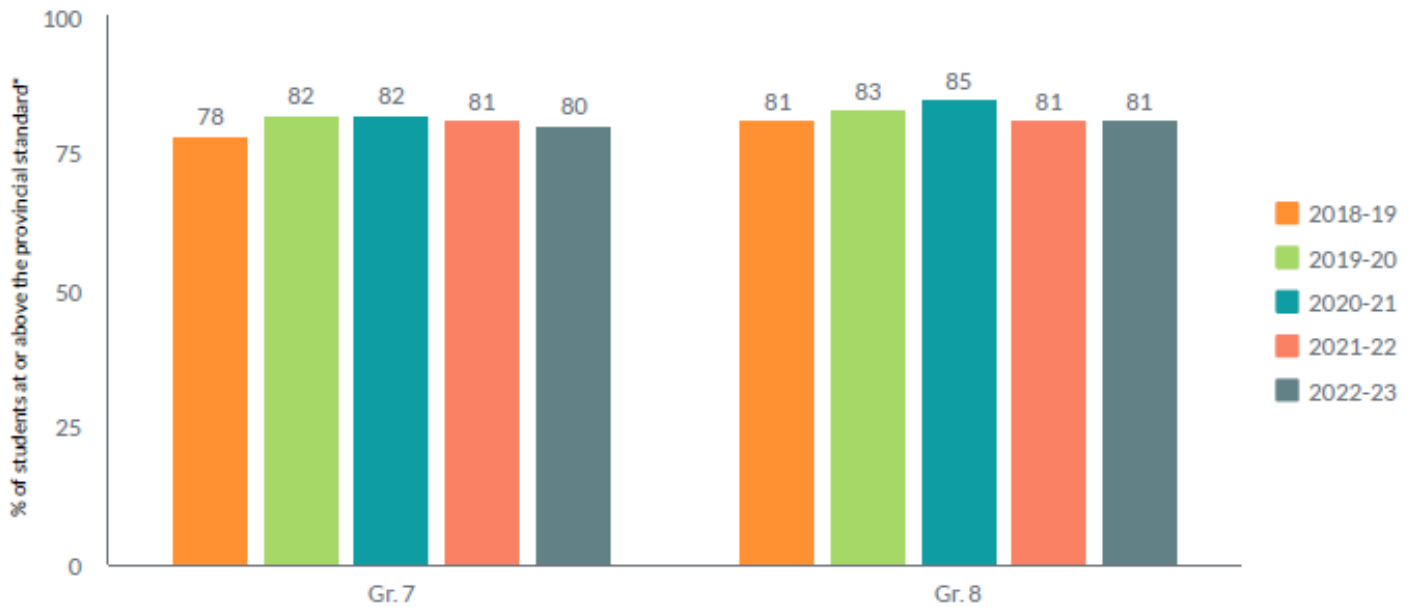
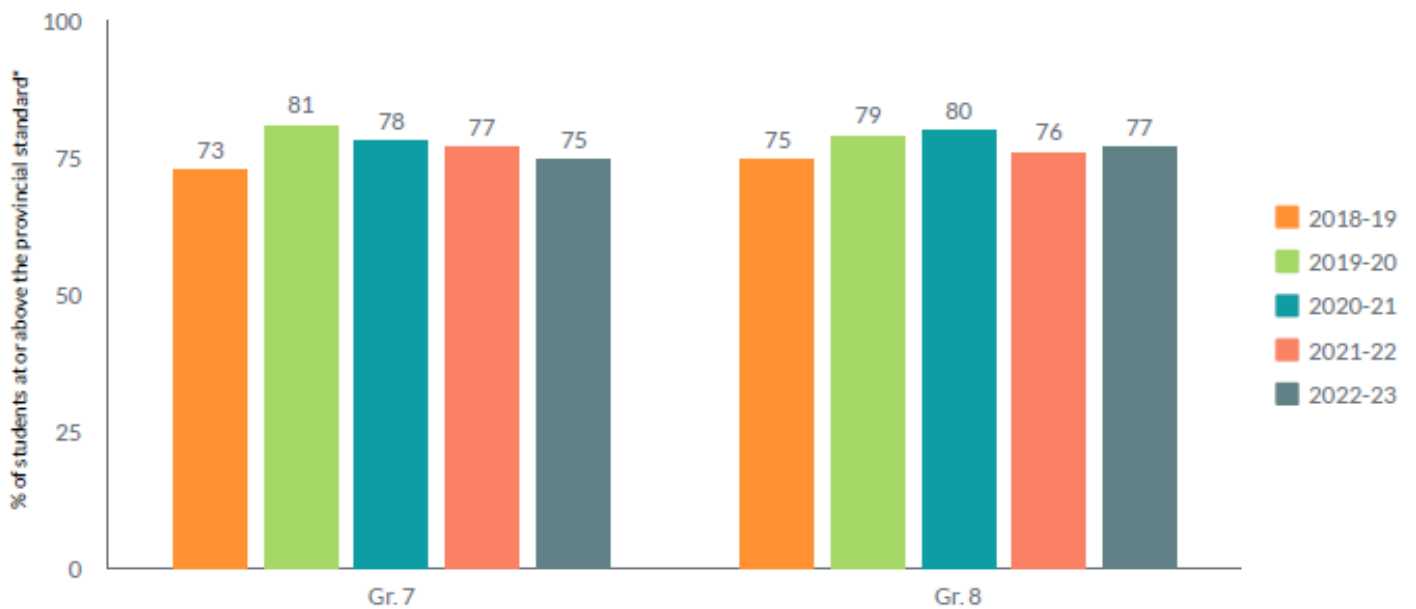
HPS: Grades 1-6 Reading at Report 2



The provincial standard is a Level 3, which is at least a B- (Grades 1-6).

ALL STUDENTS GRADUATING

TARGET: At least 80 per cent of students within each cohort making progress towards graduation/graduating.

**All Schools: Grades 7-8 Reading at Report 2****All Schools: Grades 7-8 Math at Report 2**

Note: An average math mark per student was calculated across 5 math strands in 2018-19 and 2019-20. Reporting standards changed in 2020-21 and math is now reported as a single mark.

The provincial standard is a Level 3, which is at least a 70% (Grades 7-8).

Appendix B: 2022-23 Education Quality and Accountability Office (EQAO) Results

HWDSB

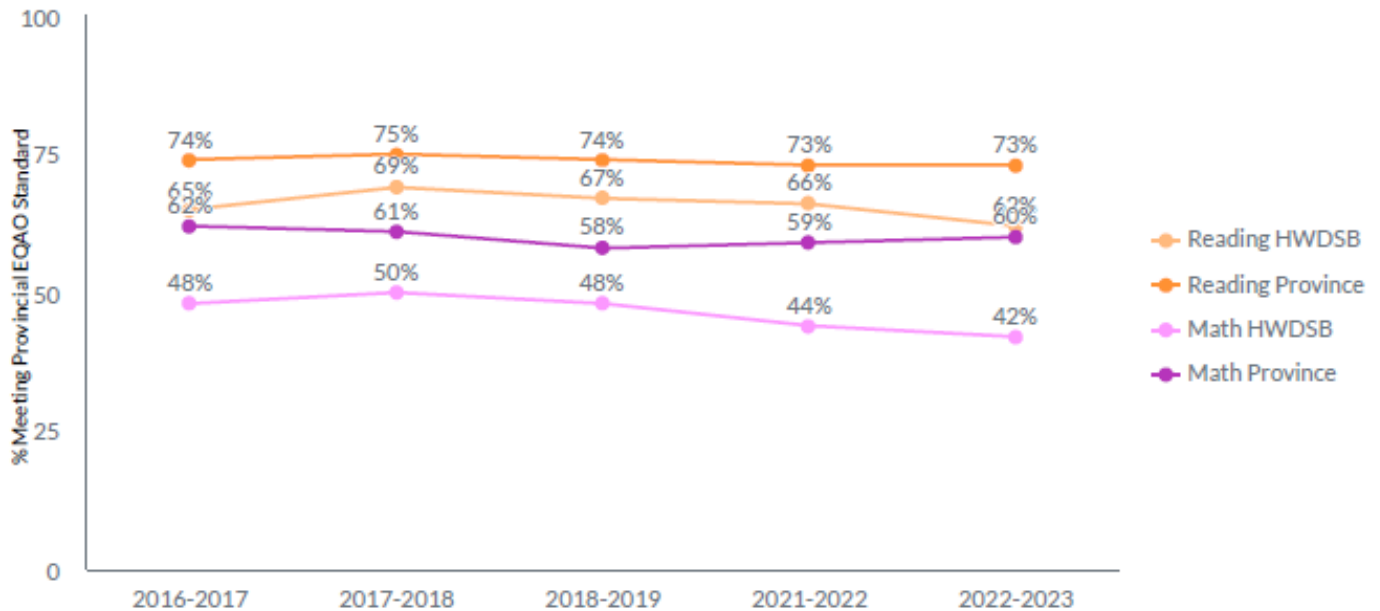
Student Learning and Achievement Report

EQAO 2022-2023

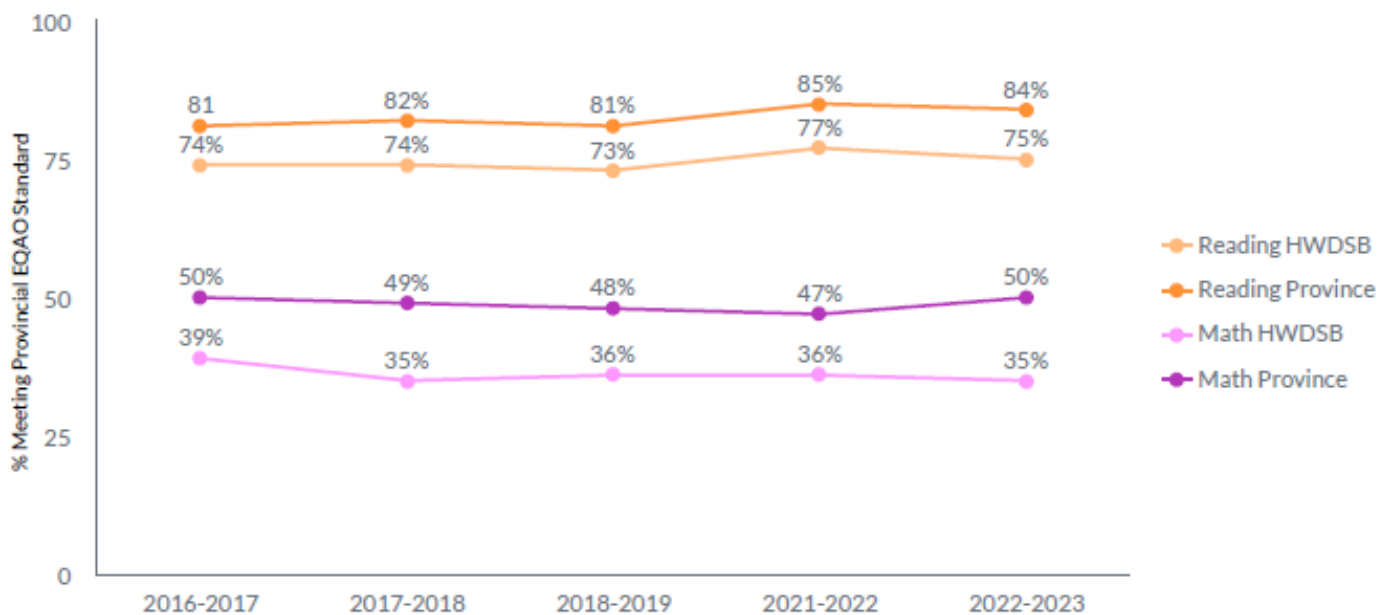
Trends over Time: Primary and Junior



Grade 3 Reading and Math



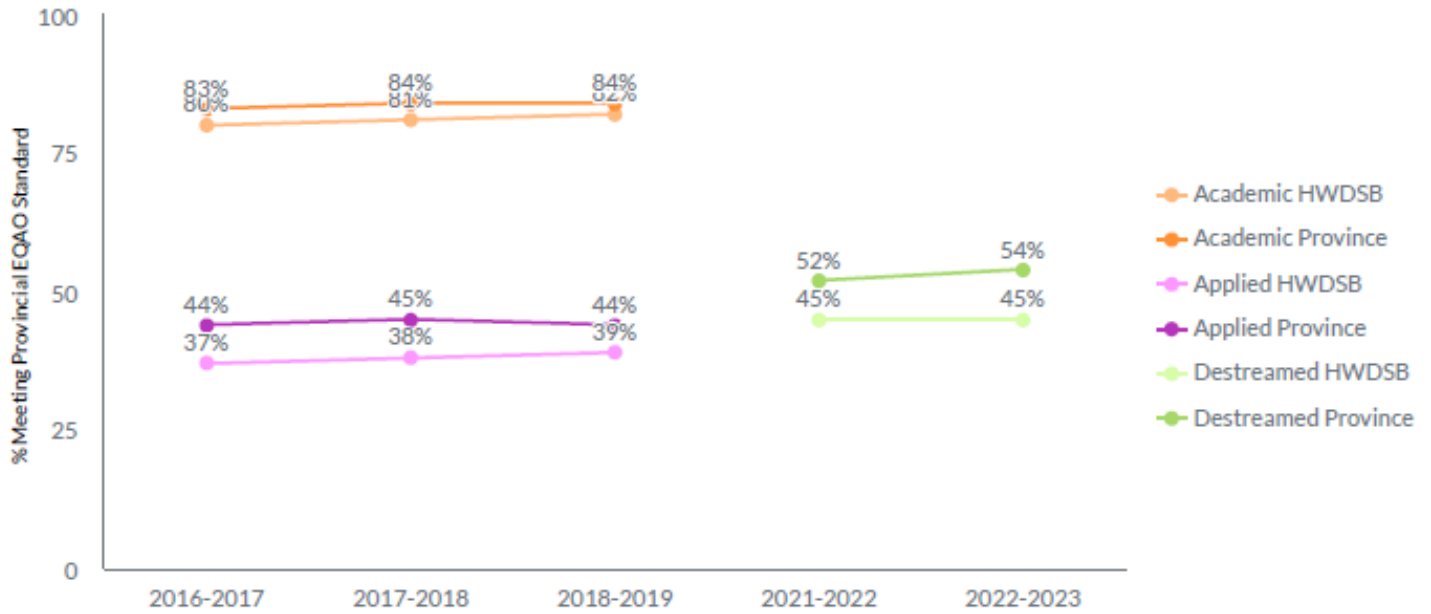
Grade 6 Reading and Math



EQAO 2022-2023
Trends over Time: Secondary



Grade 9 Math



Grade 10 OSSLT

