Date of Meeting: 2019 01 08

Item #: 6.0

REPORT TO:	☐ **Administrative Council**	☒ **Program and School Services Advisory Committee**
	☐ **Policy Working Committee**	☐ **Planning and Priorities Advisory Committee**
	☐ **Board**	☐ **Other:**
	☒ **PUBLIC**	☐ **IN-CAMERA**
TITLE OF REPORT:	EQAO Data and Next Steps	
PRESENTED BY:	Sheila Builder, Superintendent of Student Achievement Christine Stager, Manager, Research & Assessment Norah Rayfield, Research Associate, Research & Assessment Scott Armstrong, Learning Supervisor, Mathematics Kevin Auckland, Learning Supervisor, Languages Scott Askey, Principal Instructional Leadership Coach Linda Reid, Principal Instructional Leadership Coach Jeff Bruce, Principal, Westmount Public School	
PRESENTED FOR:	☐ **Approval**	☒ **Information** ☐ **Advice**

Recommendation(s):	
Purpose:	To share an update on the implementation of actions based on data provided from the TVDSB 2017-18 EQAO assessments.
Content:	The presentation will provide an overview of the actions that have occurred, and are planned to occur, based on the system data from the EQAO 2017-18 assessments. This presentation will also include a brief look at how one elementary school uses their school-based data to support student learning.
Cost/Savings:	N/A
Timeline:	Administrative Council: December 17, 2018 Program & School Services Committee: January 8, 2019
Communications:	Administrative Council Program & School Services Committee
Appendices:	PowerPoint Presentation

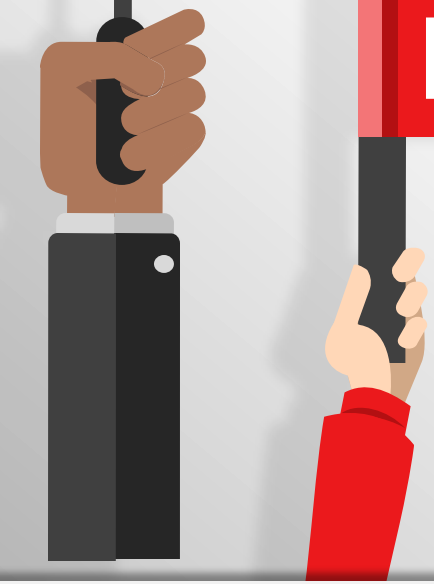
Strategic Priority Area(s):

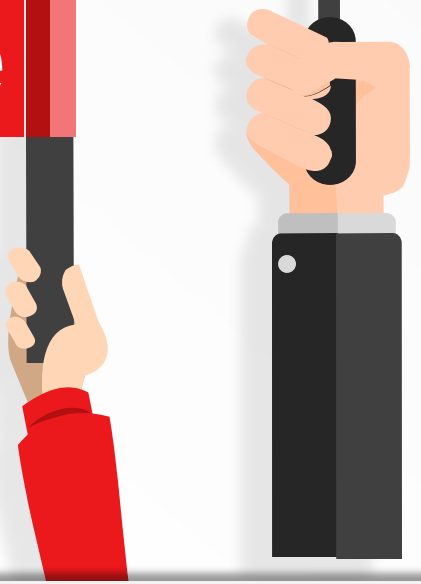
Relationships:	☐ Students, families and staff are welcomed, respected and valued as partners. ☐ Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community. ☒ Create opportunities for collaboration and partnerships.
Equity and Diversity:	☒ Create opportunities for equitable access to programs and services for students. ☒ Students and all partners feel heard, valued and supported. ☒ Programs and services embrace the culture and diversity of students and all partners.
Achievement and Well-Being:	☒ More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy. ☒ Staff will demonstrate excellence in instructional practices. ☐ Enhance the safety and well-being of students and staff.

Form Revised October 2018

TVDSB Data to Action

EQAO Data Update





THAMES VALLEY DISTRICT SCHOOL BOARD

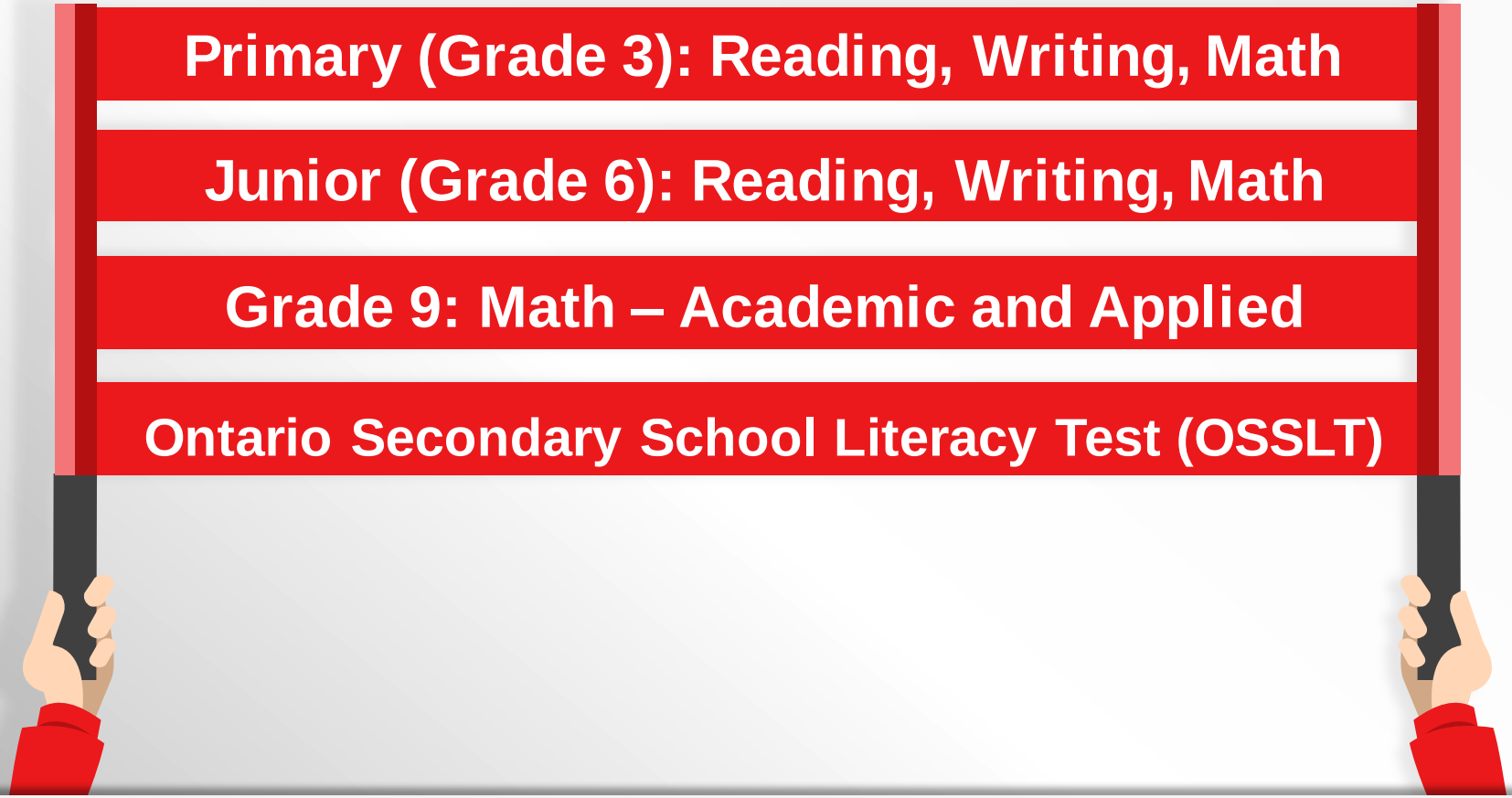
EQAO Strategy Team

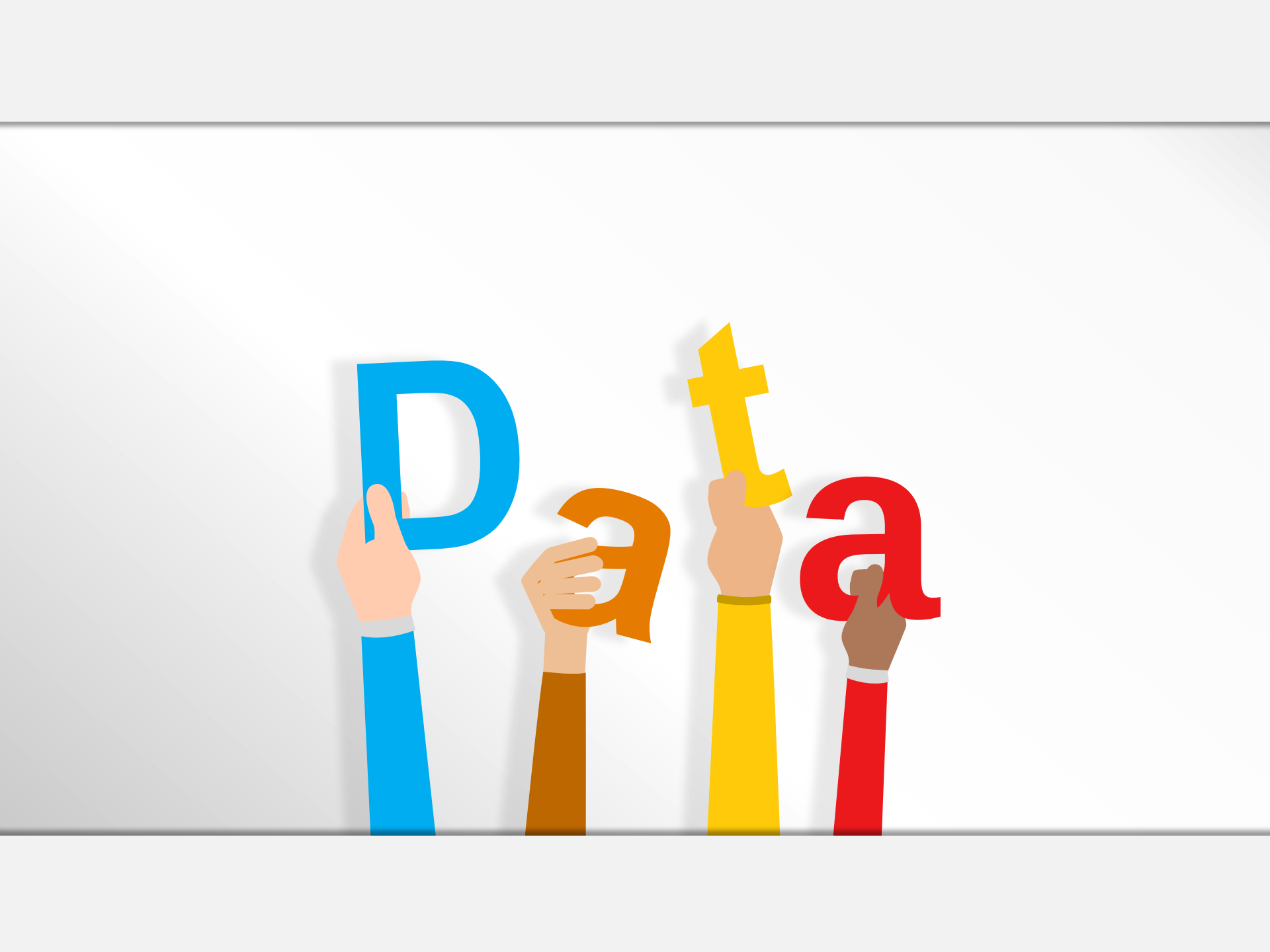
Connections to the Operational Plan

Improve Student Achievement in Mathematics

Improve our Five Year Graduation Rate

4 Different Assessments




Data

Mobilizing our Knowledge

Data Literacy

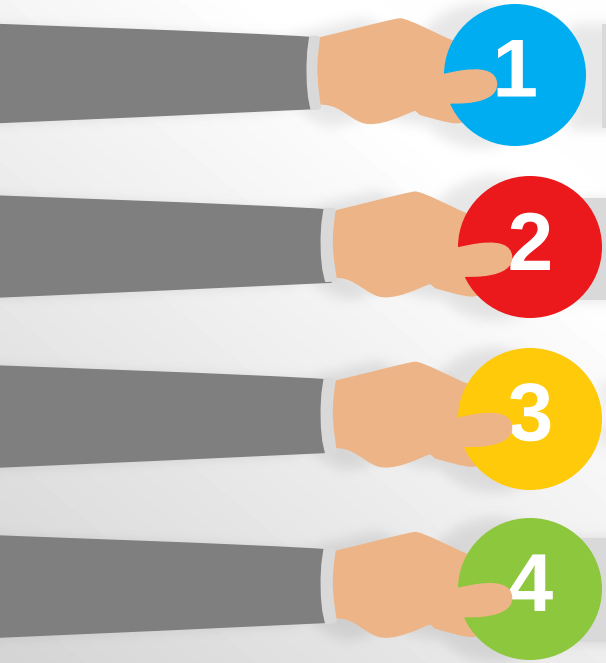
In-depth exploration of school and system reports and analyses to break down overall patterns of results.

Included:

- Examination of data
- Discussion of patterns observed
- Interpretation of results
- Next steps for all teams


Numeracy

Mobilizing our Knowledge

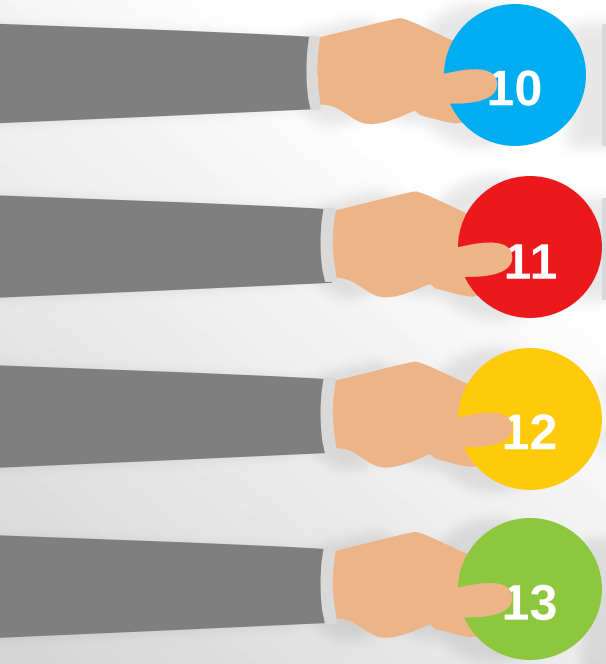


1. Alignment of all of our work within the Operational Plan Objective of Increasing Student Achievement in Mathematics
2. Principal and School Teams Mathematics Professional Learning Series
3. Developed a TVDSB Companion Guide for the Ministry's new Focusing on the Fundamentals of Mathematics
4. 'New to the Role' Evening Sessions

Mobilizing our Knowledge

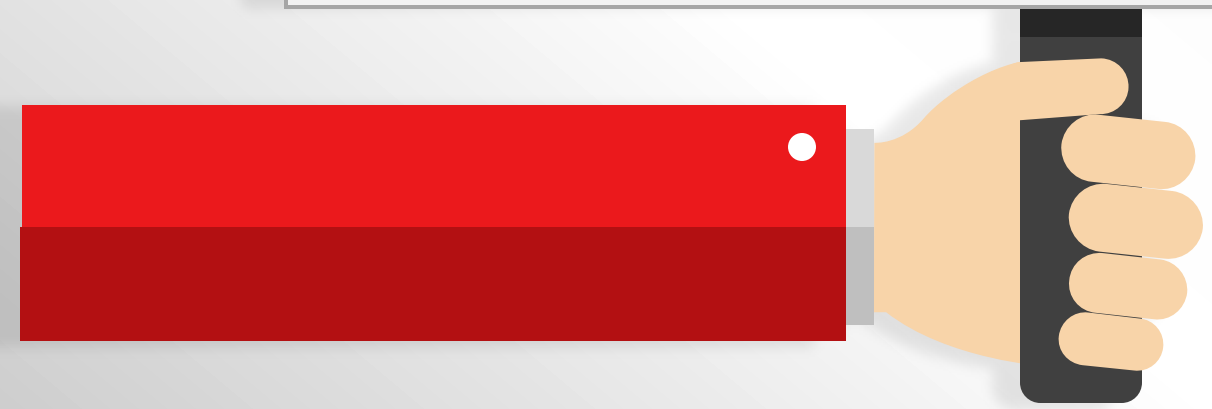
5. Grade 4 Math Project for Teachers and LSTs
6. Secondary Administrators Fundamentals of Math Evening Session to help prepare them for the November 16th focus on the Fundamentals of Math day.
7. Spotlight Teacher Sessions for Grades 7,8 and 9
8. Each panel had a Professional Activity Day devoted to focusing on the Fundamentals of Math- October 26th for elementary and November 16 for secondary.
9. Continued ongoing job-embedded professional learning opportunities by our Learning Coordinators, Secondary Coaches, Instructional Coaches and Math Learning Facilitators

Mobilizing our Knowledge



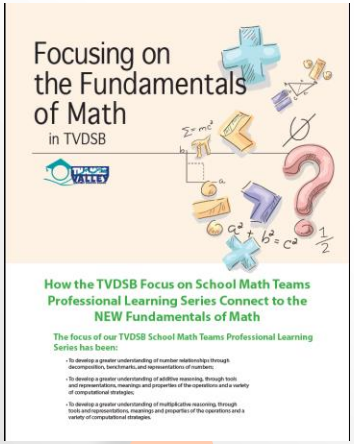
10. Online programs and tools to support our students (e.g., Knowledgehook, Dreambox, Google Equatio, Desmos, Google Read and Write, etc.,)
11. Intermediate Math Information Nights to support our parents/guardians
12. Support schools by providing monthly Home Connections Newsletter
13. Support schools in offering Parent Math Nights, Family Math Nights etc.,

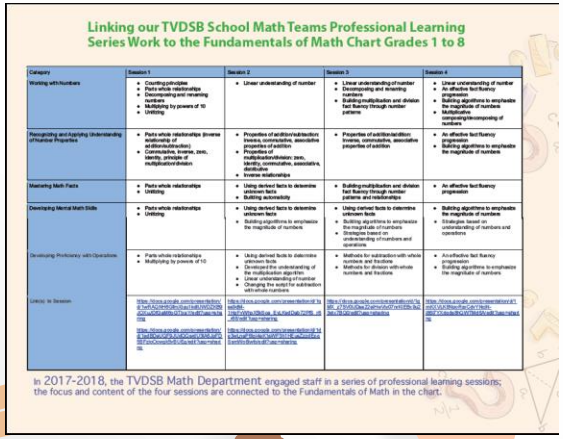
Focusing on the Fundamentals of Math

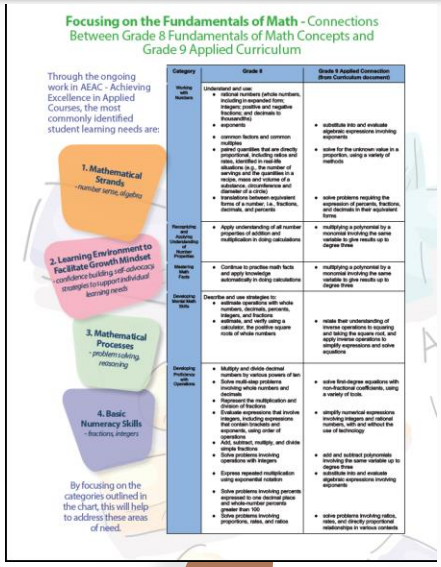


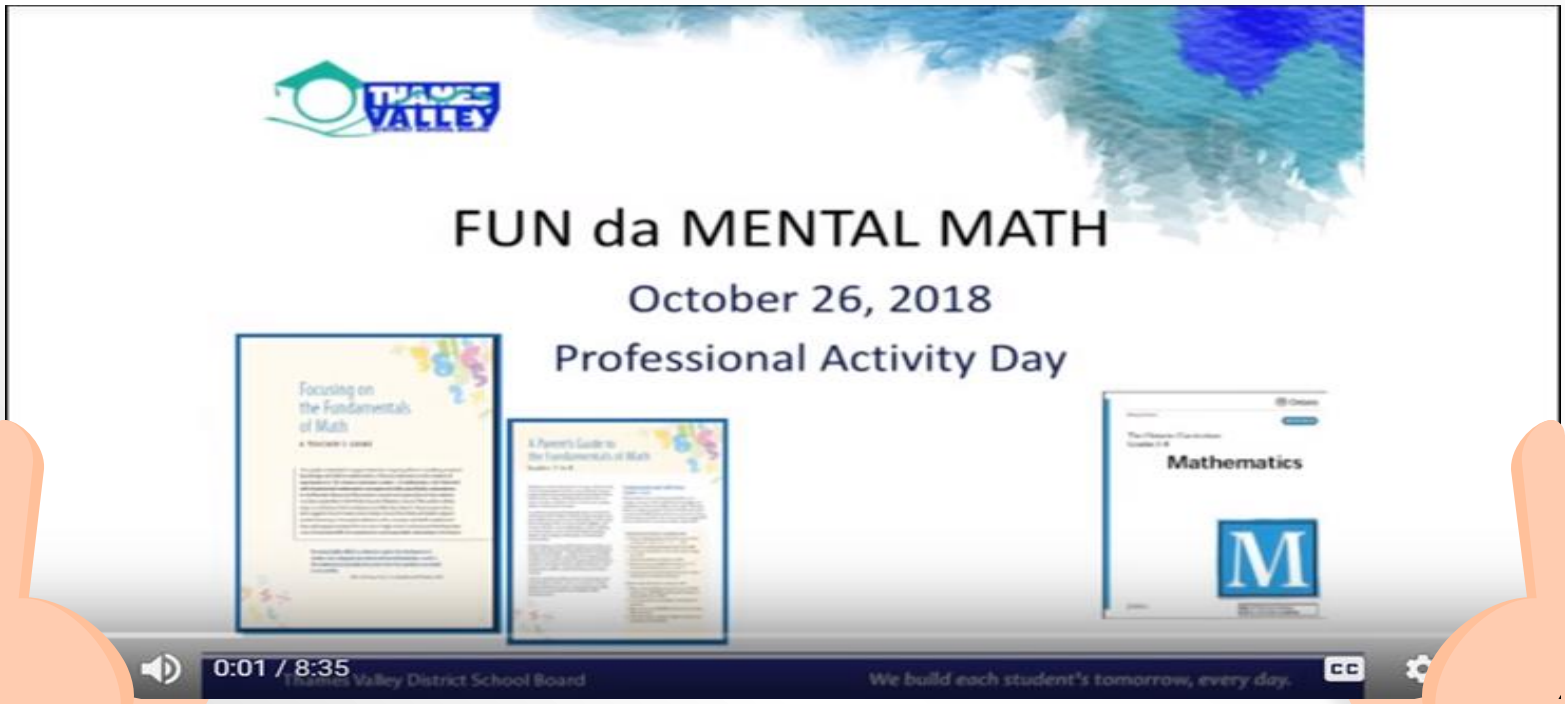

Focusing on the Fundamentals of Math
A TEACHER'S GUIDE
This guide is intended to support teachers' ongoing efforts in building students' knowledge and skills in mathematics. It focuses attention on the content of expectations in The Ontario Curriculum, Grades 1–8: Mathematics, 2005 that deal with fundamental mathematics concepts and skills (specifically, expectations in the Number Sense and Numeration strand and expectations that relate to number properties in the Patterning and Algebra strand). The guide outlines steps to achieving the knowledge and skills described in these expectations and suggests how to make more timely connections that will better support student learning. A strong foundation in the concepts and skills emphasized here will prepare students for success in high school, and ensure that they have a set of essential skills for employment and responsible citizenship in the future.
Becoming highly skilled at arithmetic requires the development of number sense alongside procedural and factual knowledge as well as the mathematical principles that govern how the operations are related to one another.
(Bruce & Chang, 2013, p. 14, citing Baroody & Dowker, 2003)
1
A Parent's Guide to the Fundamentals of Math
Grades 1 to 8
Making sure that students have a strong understanding of the fundamentals of math is one of the best ways to prepare them for success, now and in the future. What students learn today will help best position them to solve everyday problems and to increase their employability in tomorrow's economy.
As students progress through elementary school, they will develop their ability to think mathematically, learn about different concepts and relationships, and to apply their knowledge. Key concepts include addition, subtraction, division, and multiplication, which will help to set the stage for more advanced skills, including algebra, and working with integers and decimals, among others.
By developing a strong understanding of numbers, students will be able to perform mathematical calculations quickly and accurately – whether they do so mentally, on paper, or by using a calculator. The ultimate goal is for them to be able to perform mathematical procedures with ease. This skill will also support students as they develop their skills in critical thinking and problem solving.
Ontario's publicly funded schools are focusing on the fundamentals of math. This is an overview of what Ontario students in Grades 1-8 are learning in math, and how you can support your children's math learning at home.
Fundamental math skills from Grades 1 to 8
Most students learn math facts gradually over a number of years as they build their knowledge and confidence in their own ability to do math. The chart below provides examples of some fundamental math concepts and skills that students are expected to learn in elementary school by the end of primary grades (1-3), junior grades (4-6), and intermediate grades (7-8).
By the end of Grade 3, students will:
• Show understanding of and the use of whole numbers to 1,000, i.e., 0, 1, 2, 3… 1,000,
• Count forwards and backwards from 1,000
• Use coins and bills to count and make change up to $10
• Add and subtract numbers to 1,000
• Recall and use multiplication facts to 7 × 7, and related division facts, e.g., 49 ÷ 7
• Understand the relationship between 1 whole and parts of 1 whole as fractions
By the end of Grade 6, students will:
• Show understanding of and the use of whole numbers to 1,000,000 and decimal numbers to thousandths (e.g., 0.001)
• Count by tenths, hundredths, and fractional amounts
• Read money up to $1,000 and represent it using bills and coins
• Add and subtract whole numbers and decimal numbers to thousandths

Companion Documents









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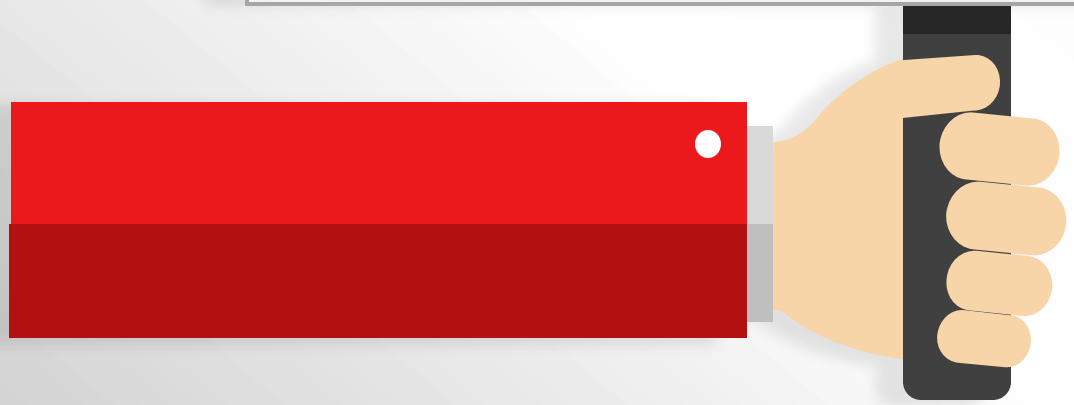
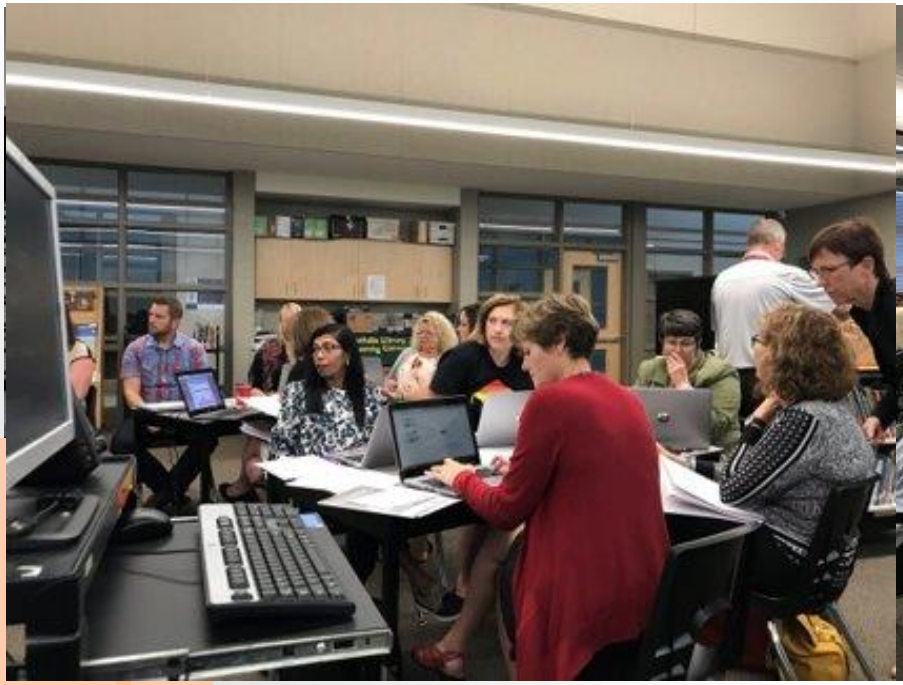
Focusing on Leading the Math in Schools with Principals



"Digging Deeper" Administrator Sessions

Regional Data Sessions for PVP



Session #1: 115 Elementary Administrators attended
Session #2: 105 Administrators attended
Locations: Strathroy, Woodstock, St. Thomas, London, Mount Brydges, Aylmer

Digging Deeper into EQAO

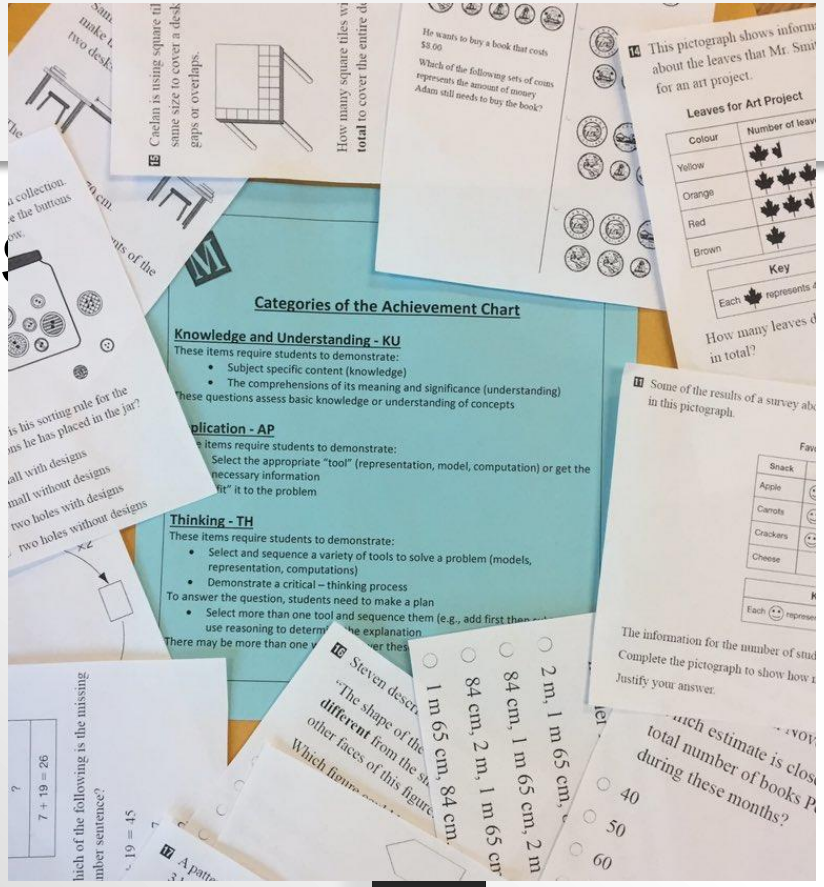
Big Ideas in Action

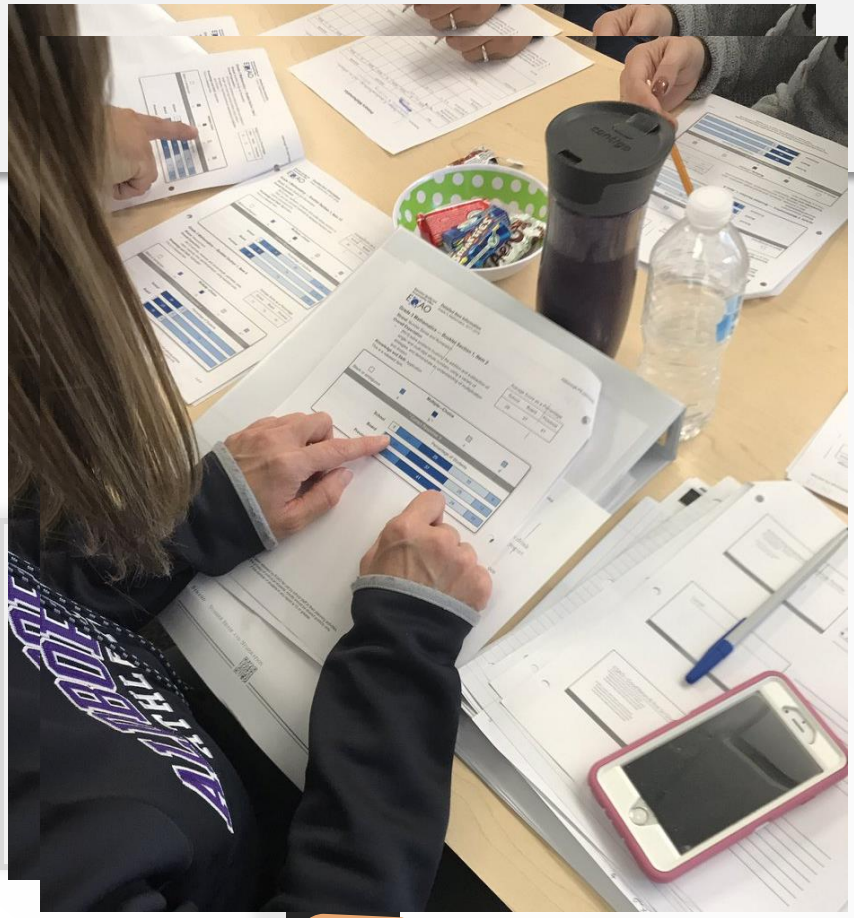
- ✓ Understand large scale assessment data
- ✓ Find trends and areas of growth in EQAO data to determine next steps
- ✓ Analyze different types of questions and skills assessed (Knowledge, Application, Thinking)
- ✓ Determine a plan of action that supports the overall School Improvement Plan

Digging Deeper - Now What?

Big Ideas in Action

- ✓ Understand how EQAO questions are "mapped" to the curriculum
- ✓ Connect EQAO questions directly to the Ontario Curriculum
- ✓ Develop connections of math concepts from grade to grade
- ✓ Focusing on Fundamentals of Math (e.g., equality)
- ✓ Develop a plan to ensure EQAO is a "whole school" responsibility

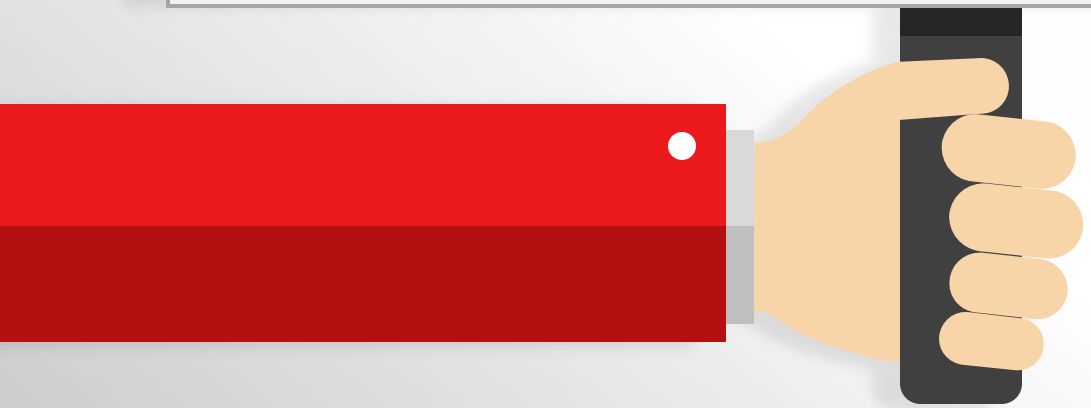

Categories of the Achievement Chart
Knowledge and Understanding - KU
These items require students to demonstrate:
Subject specific content (knowledge)
The comprehensions of its meaning and significance (understanding)
These questions assess basic knowledge or understanding of concepts
Thinking - TH
These items require students to demonstrate:
Select and sequence a variety of tools to solve a problem (models, representation, computations)
Demonstrate a critical – thinking process
To answer the question, students need to make a plan
Select more than one tool and sequence them (e.g., add first then
use reasoning to determ
There may be more than one
Leaves for Art Project
Colour
Number of leav
Yellow
Orange
Red
Brown
Key
Each represents
How many leaves d
in total?
Some of the results of a survey ab
in this pictograph.
Snack
Apple
Carrots
Crackers
Cheese
The information for the number of stud
Complete the pictograph to show how
Justify your answer.
He wants to buy a book that costs $8.00.
Which of the following sets of coins represents the amount of money Adam still needs to buy the book?
How many square tiles w
total to cover the entire
Caelan is using square til
same size to cover a desk
gaps or overlaps.
Steven descr
"The shape of the
different from the
other faces of this figure
Which figure
A patte
2 m, 1 m 65 cm,
84 cm, 1 m 65 cm, 2 m
84 cm, 2 m, 1 m 65 cr
1 m 65 cm, 84 cm.
40
50
60
7 + 19 = 26
- 19 = 45
hich of the following is the missing
mber sentence?
much estimate is clos
total number of books P
during these months?



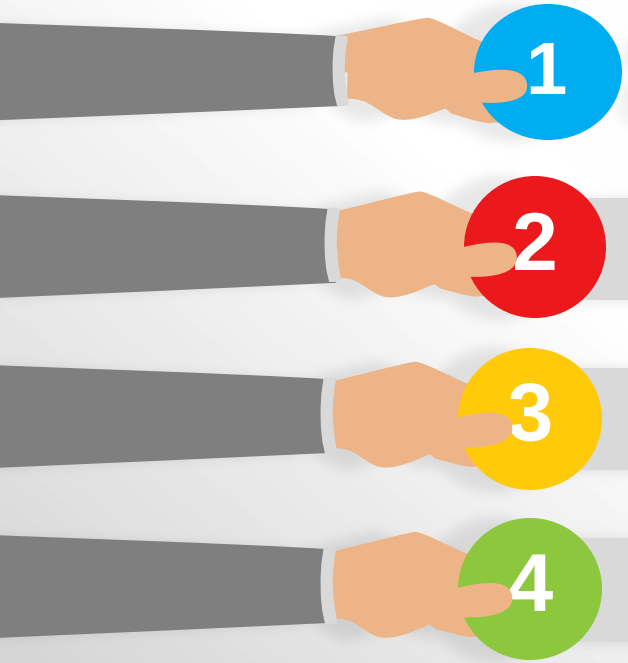

literacy

Literacy Supports

Where are we going…



Mobilizing our Knowledge

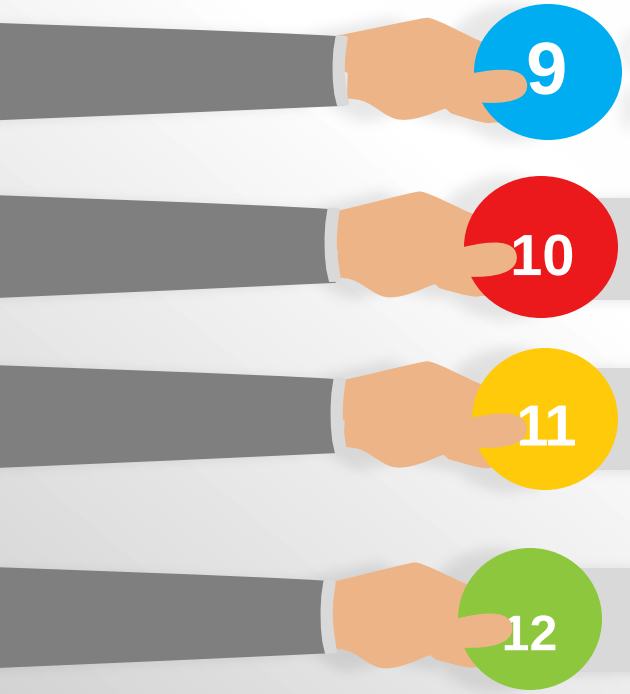


1. Aligning all of our work with a comprehensive/ balanced literacy framework
2. Grade 3 Writing Professional Learning Series
3. DRA training and follow-up session – Using Data to Drive Instruction
4. New to Grade 3 and Grade 6 EQAO Session

Mobilizing our Knowledge

5. Gap Closing Professional Learning Series for Grade 7-10 teachers
6. Grade 9 Reading Assessment Professional Learning Project - Degrees of Reading Power (DRP)
7. Secondary School-Based Literacy Team Supports – Unpacking Data (e.g., OSSLT, DRP)
8. Job-embedded professional learning opportunities by our Learning Coordinators and Instructional Coaches

Mobilizing our Knowledge



9 OSSLT Data Sessions for Administrators – Part 1 and 2

10 Providing Adolescent Literacy Resources to School-based Literacy Teams

11 Professional Learning Sessions for English Teachers

12 Developing a TVDSB K-12 Literacy Plan

These actions align with our Operational Plan Objective of Improving Graduation Rate.

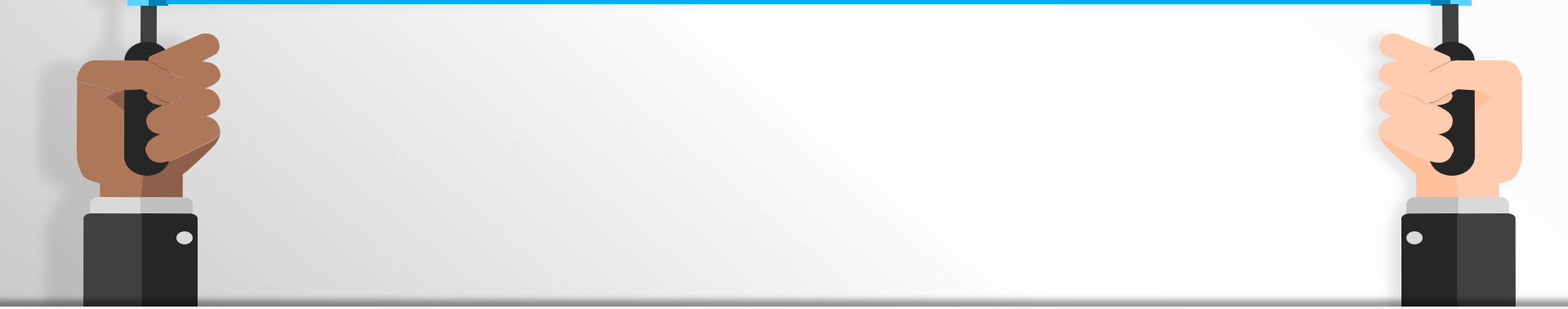
Digging Deeper Into EQAO – Reading

The Big 6

1) Reading a variety of texts
2) Using graphic text features
3) Connecting literacy to the content areas
4) Uncovering big ideas and messages in text
5) Addressing character traits in texts
6) Asking higher order thinking questions consistently

Digging Deeper Into EQAO – Writing

1) Identifying and using clues in prompts
2) Generating ideas for purposeful writing
3) Organizing ideas using a variety of tools and strategies
4) Modelling the writing process and building students' stamina



Special Education/English Language Learners

- Review of system reports of accommodations and special provisions provided to students (Superintendents and Learning Supervisors/ Departments)
- Follow up with school administration
- Planning for 2019 and new EQAO Policies for accommodations and special provisions

School-based EQAO Strategy Team

School-based Connections to the Operational Plan

Improve Student Achievement in Mathematics

Improve our Five Year Graduation Rate

Board Supports for School-based Plan

- Alignment of Roadmap for School Improvement with Board Improvement Plan and Operational Plan
- Digging Deeper sessions for Principals and Vice-Principals
- Principal and School Team Mathematics Professional Learning Series

Westmount PS School Improvement Strategy

- Roadmap for School Improvement
- Teacher and Student Look-fors
- P/VP Classroom Walkthroughs and Feedback
- Staff initiated evidence of look-fors

Westmount PS School Student Monitoring

- Literacy/Numeracy Team meetings
- Tracking of individual student progress in literacy and numeracy
- Targeted interventions for struggling students
- Data driven instructional practice and support

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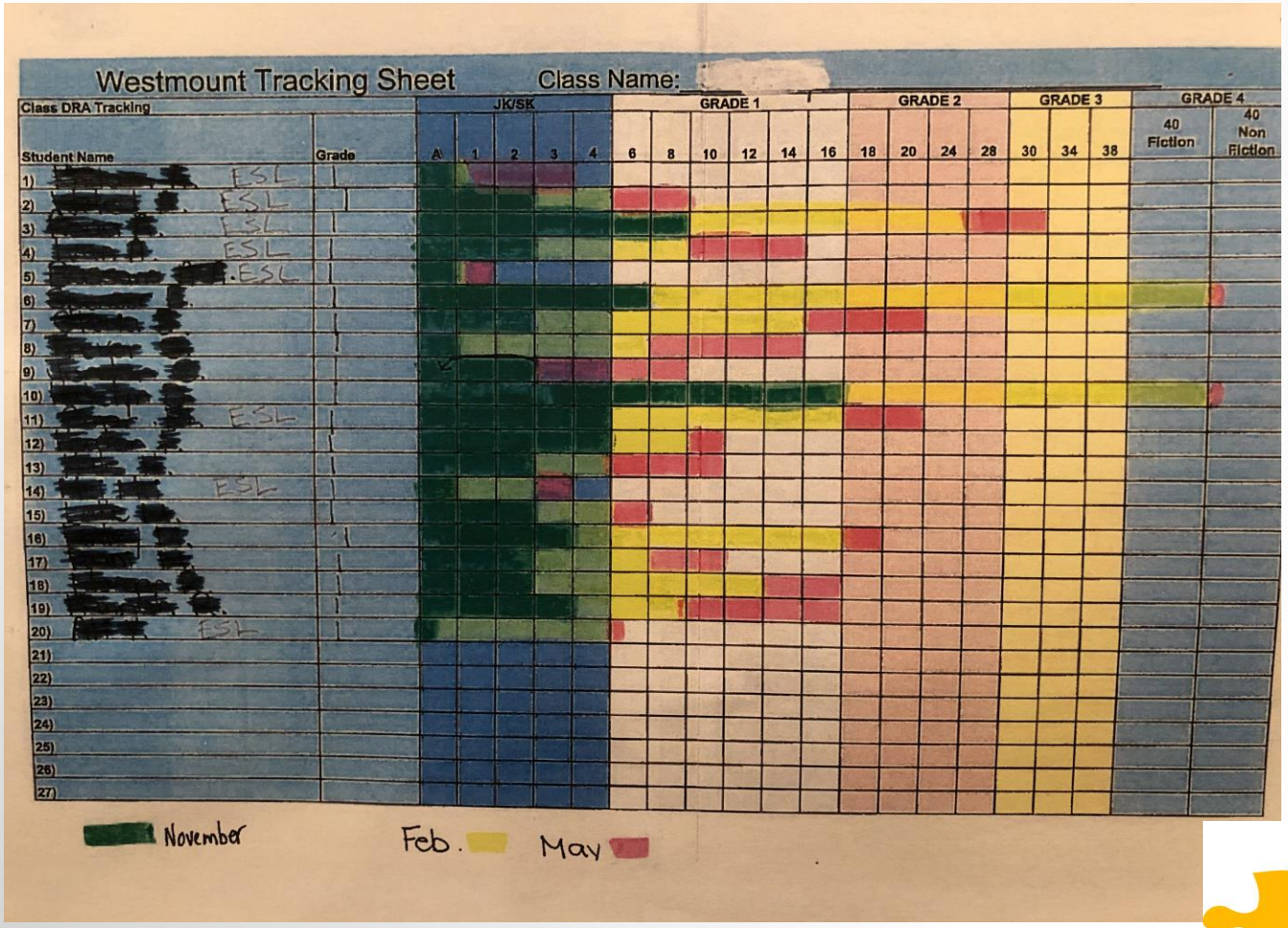
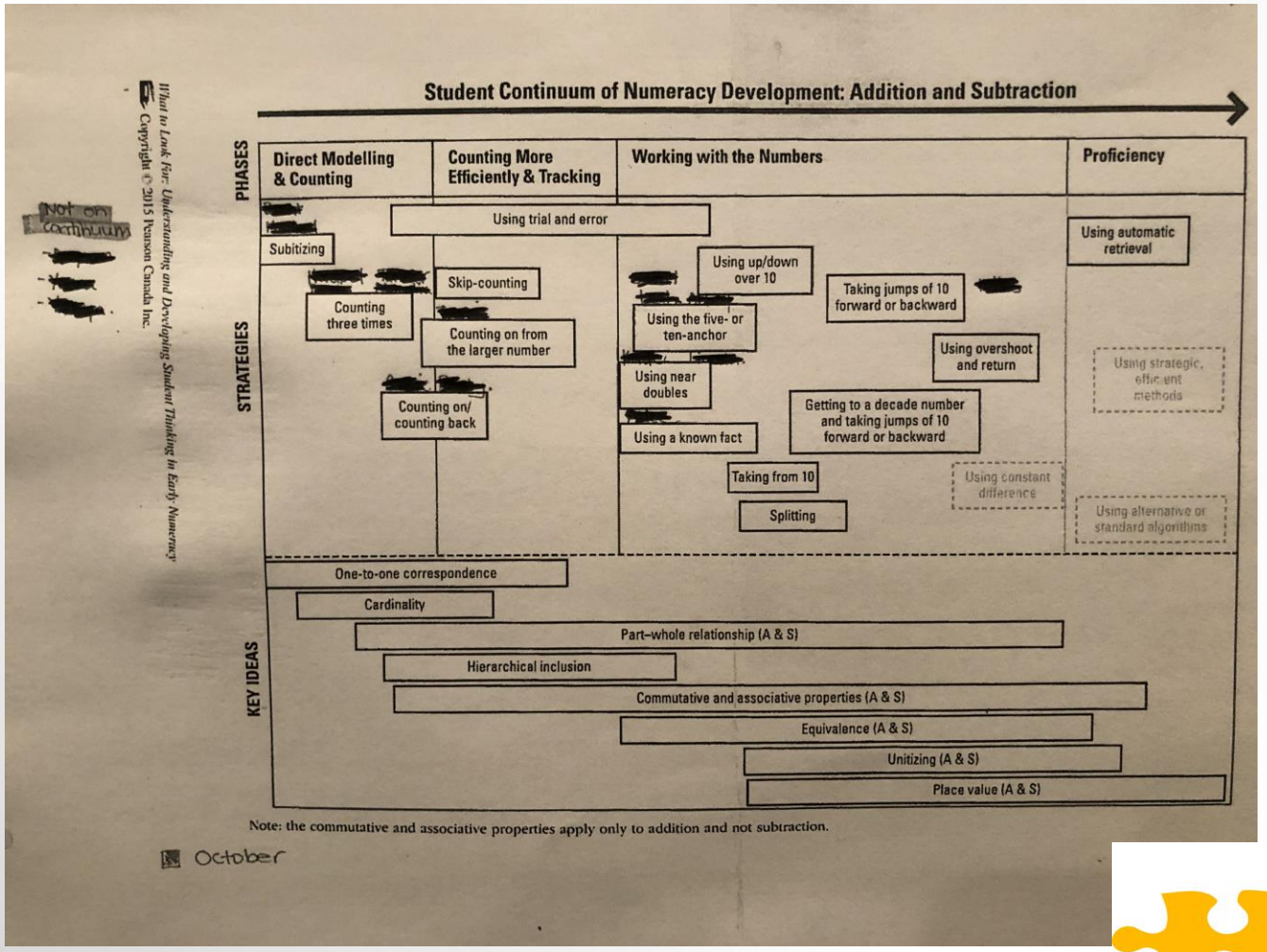
Westmount PS School Student Monitoring



Westmount PS School Student Monitoring



Working together to ensure our collaborative support our students'

Questions?