

Special Education Advisory Committee Meeting

Wednesday, April 17, 2024

11:45 p.m. Northeastern Catholic District School Board

MINUTES

PRESENT: Kristine Arthur, Kunuwanimano Child and Family Services
Tara Ruel, Timmins Learning Centre
Sabrina Belanger, Cochrane Temiskaming Resource Centre
Shannon Costello, The Cochrane District Social Services Administration Board
Ashley Rains, Community Living
Colleen Landers, NCDSB Trustee
Stan Skalecki, NCDSB Trustee
Daphne Brumwell, Superintendent of Education
Catherine Hoven, Special Assignment Teacher
Katie Mundle, Special Assignment Teacher
Julia Spadetto-Forward, School Principal St. Jerome School
Lisa Lamarche, Behavior & Autism Worker
Jean Ethier, Education Services Officer / Recorder

EXCUSED: Billie Richer, VOICE for Deaf and Hard of Hearing Children
Melanie Hannah, Misiway Milopemahtesewin Community Health Centre
Ellen Renaud, North Eastern Ontario Family and Children's Services
Mackenzie Carrier, YMCA
Ryley Reis, Canadian Mental Health Association
Paula Crotteau, Cochrane Temiskaming Children's Treatment Centre
Amber Smith-Come, School Principal St. Anne School
Kim McEntee, Mental Health Supervisor

1. **Welcome, Prayer and Territorial Acknowledgment**

Colleen welcomed everyone and led the group in prayer and territorial acknowledgement.

2. **Approval of Agenda**

MOVED BY: Stan Skalecki

BY: Shannon Costello SECONDED

THAT the agenda be approved as presented

CARRIED.

3. **Approval of the Minutes**

MOVED BY: Kristine Arthur

BY: Shannon Costello SECONDED

THAT the minutes be approved as presented

CARRIED.

4. **Math Action Plan Update**

Daphne presented the data and reflected on the next steps. The presentation has been included in the meeting minutes on pages 4-17.

5. **Special Education Plan for 2024-2025**

Please be prepared to share any observations and/or suggestions at May's meeting so that they can be considered during the revision process.

6. **EQAO**

All schools will be having their grade 3 & 6 students write EQAO between May 27th and June 7th. This year we have provided the opportunity to all schools to hire a qualified teacher to support preparation of all students. The focus of this work will be on ensuring that all students clearly understand how to navigate the digital tools/assessment. Sessions will take place over the lunch hour. A list of items to review and training has been provided. One thing to note is that this year's grade 6 cohort did not complete EQAO in grade 3 as this was during the COVID shut-down. All grade 3 students will be doing the paper version of the assessment where they are required to complete an open response question (reading/writing).

7. **Ignite Program**

The Northeastern Catholic District School Board is committed to Learning, Excellence and Stewardship. The Ignite Leadership Development Program is part of our vigorous recruitment process and is designed to identify, encourage, and nurture aspiring and new leaders.

The IGNITE program was successfully launched in 22/23 with 4 candidates taking part and was offered again for the 23/24 year for a new group of 8 candidates.

The program's foundation is based on 5 learning modules that address a host of topics relevant to aspiring Catholic school leaders. While our consultant Tamara Nugent provides much of the learning, it is our goal to include many of our own leaders to support the learning throughout the program. As a leader in the NCSDB, we are inviting you to work with our consultant to help share your knowledge and to highlight your areas of responsibility for our learners. This commitment will see you working with the consultant in advance of the learning session as she will help outline the learning for the module and make connections with your work. You will then help facilitate the learning based on your co-planning for a portion of the learning session.

The 5 learning modules are:

- Deepening Self Awareness
- The Distinctiveness of Catholic Education
- Equity, Diversity and Inclusion
- Strategic Decision Making
- Special Education Safe School and Commissioning

8. **Agency Reports**

Timmins Learning Centre

The Timmins Learning Center has recently reached the end of the fiscal year and is focusing budgeting and attendance in programs. Since the agency is a nonprofit, they are open to funding alternatives to continue offering programs to children and adults.

The Cochrane District Social Services Administration Board

The agency started a new EarlyON program in collaboration with the Cochrane Temiskaming Children's Treatment Centre with a focus on learning development connections, speech and literacy. The first session took place at the Timmins Native Friendship Centre and was attended by 12 adults and their children. The majority of those in attendance do not currently utilize the childcare program.

The EDI (early development instrument) results will be release shortly to the agency for review and analyzing. Once the results are finalized Shannon will share the data with the committee at a future meeting.

An update was provided on the childcare centre currently being built at St. Joseph School. Construction is moving forward with an anticipated completion date of September 2024. The new location should assist in decreasing the number of children on the childcare waitlist in the area.

Kunuwanimano Child and Family Services

The agency recently hired an Education Liaison for children in care. This will help assistance children who are in care with the agency and may be experiencing significant issues in the school system that may need additional assistance.

Cochrane Temiskaming Resource Centre

The agency working on an e-referral platform and hoping to launch the service shortly.

9. **Date of Next Meeting:** May 15, 2024 at 11:45 a.m.

10. **Other Business:**

11. **Adjournment**

Moved By: Stan Skalecki

That the meeting be adjourned at 12:48 p.m.

CARRIED

REVIEW OF SPRING MATH DATA

April 17th, 2024



Overview

- Many efforts have been made to collect a variety of data pieces to monitor and support our efforts to improve math achievement across the district.
- These pieces of data continue to serve as markers for our progress.
- Some data collected has resulted in a need to rethink a strategy or two, while others have confirmed that we are on the right track.
- This presentation will provide you with a snapshot of some of the data we have been collecting.

What does the math data tell us?

- **Report Card Data**

%Students @Level 4	%Students @Level 3	%Students @Level 2	%Students @Level 1
19.75%	38.63%	28.38%	7.91%

EQAO Math

Grade	%Students @Level 4	%Students @Level 3	%Students @Level 2	%Students @Level 1
3	2.9%	37.8%	42.1%	17%
6	1%	25.1%	58.9%	15%

- **EQAO & Report Card Data**

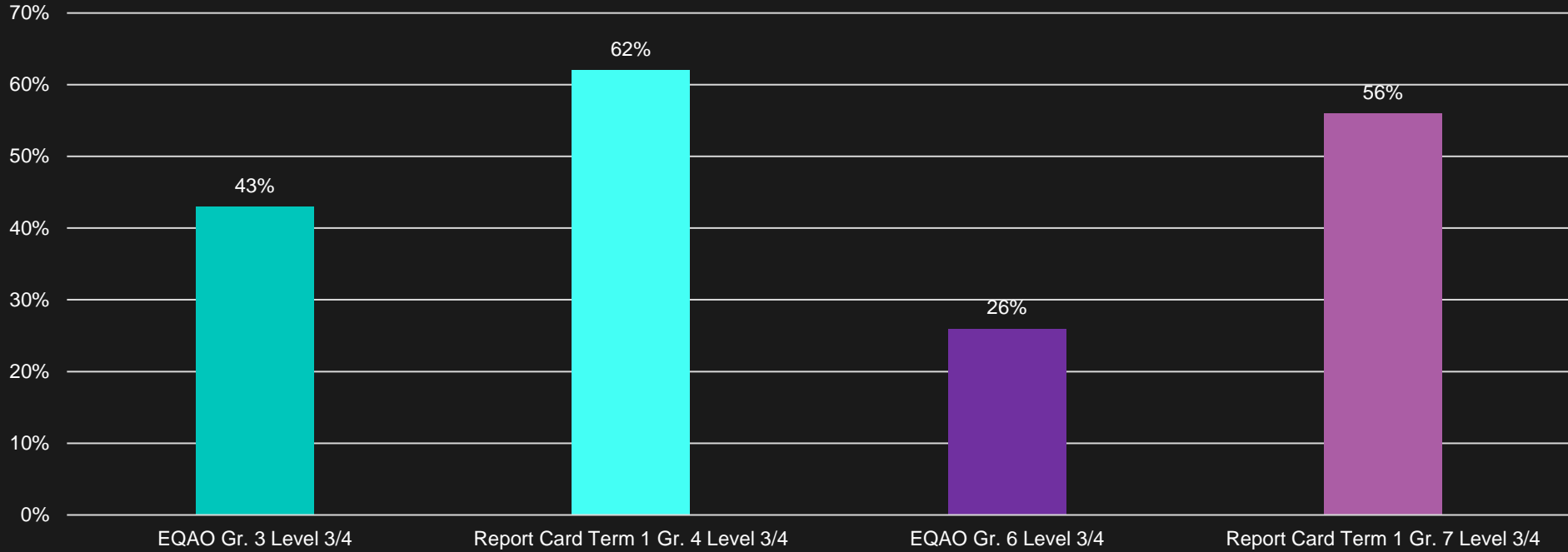
- 43% of students have a grade on their 1st Term Grade 4 report card that aligns with EQAO results in math from the Spring of 2023
- 36% of students have a grade on their 1st Term Grade 7 report card that aligns with EQAO results in math from the Spring of 2023
- 52% of current grade 3s and 61% of current grade 6s have a grade on their first term report card that is at or above provincial standard (B)
- Alignment is greatest at level 2.

- **IXL Data**

- An average of 53% of students have shown growth of at least 70 points since September across NCDSB schools.
- 56% of students with a pinpointed diagnostic are working below or far below grade level overall. Large gaps begin as early as grade 2.
- 61% of students with a pinpointed diagnostic are working below or far below grade level in Number Sense. Large gaps begin as early as grade 2.

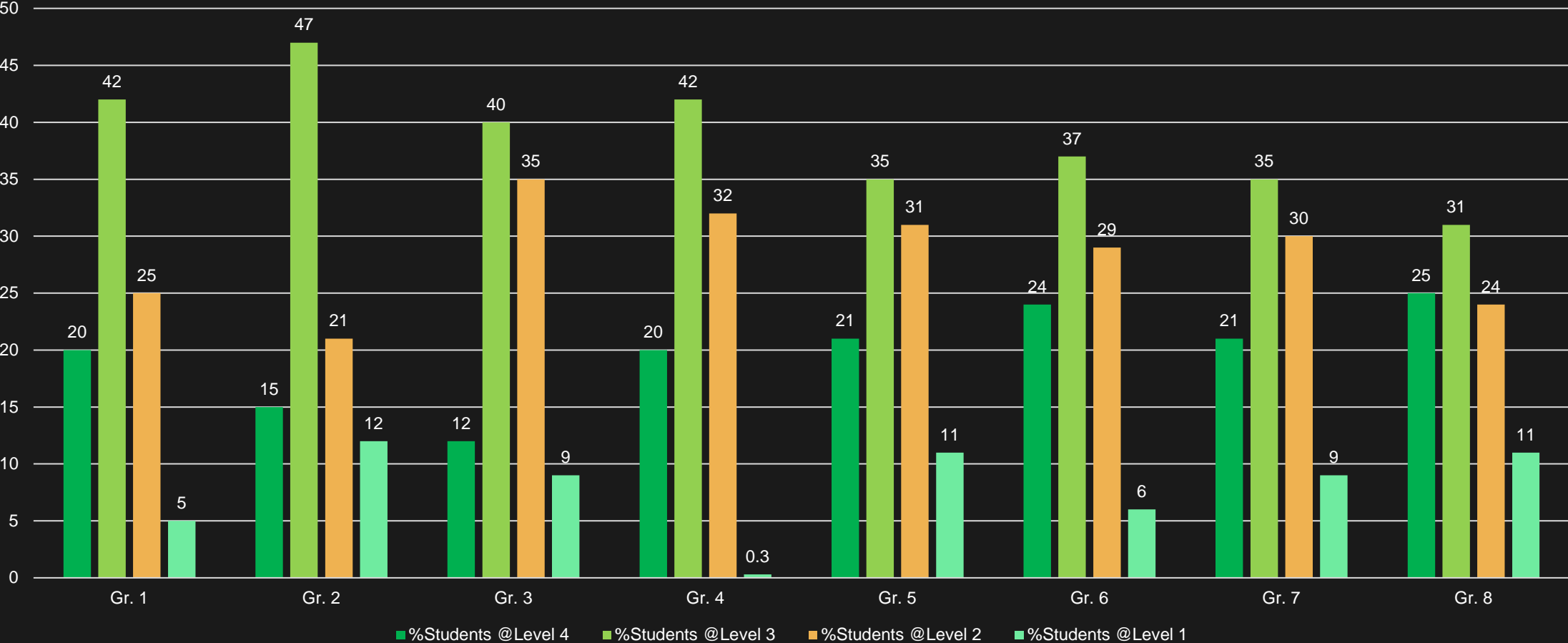
EQAO RESULTS VERSUS TERM 1 REPORT CARD MARKS

EQAO RESULTS VERSUS TERM 1 REPORT CARD MARKS



Distribution of Report Card Grades – Term 1

Distribution of Report Card Grades - Term 1 2024

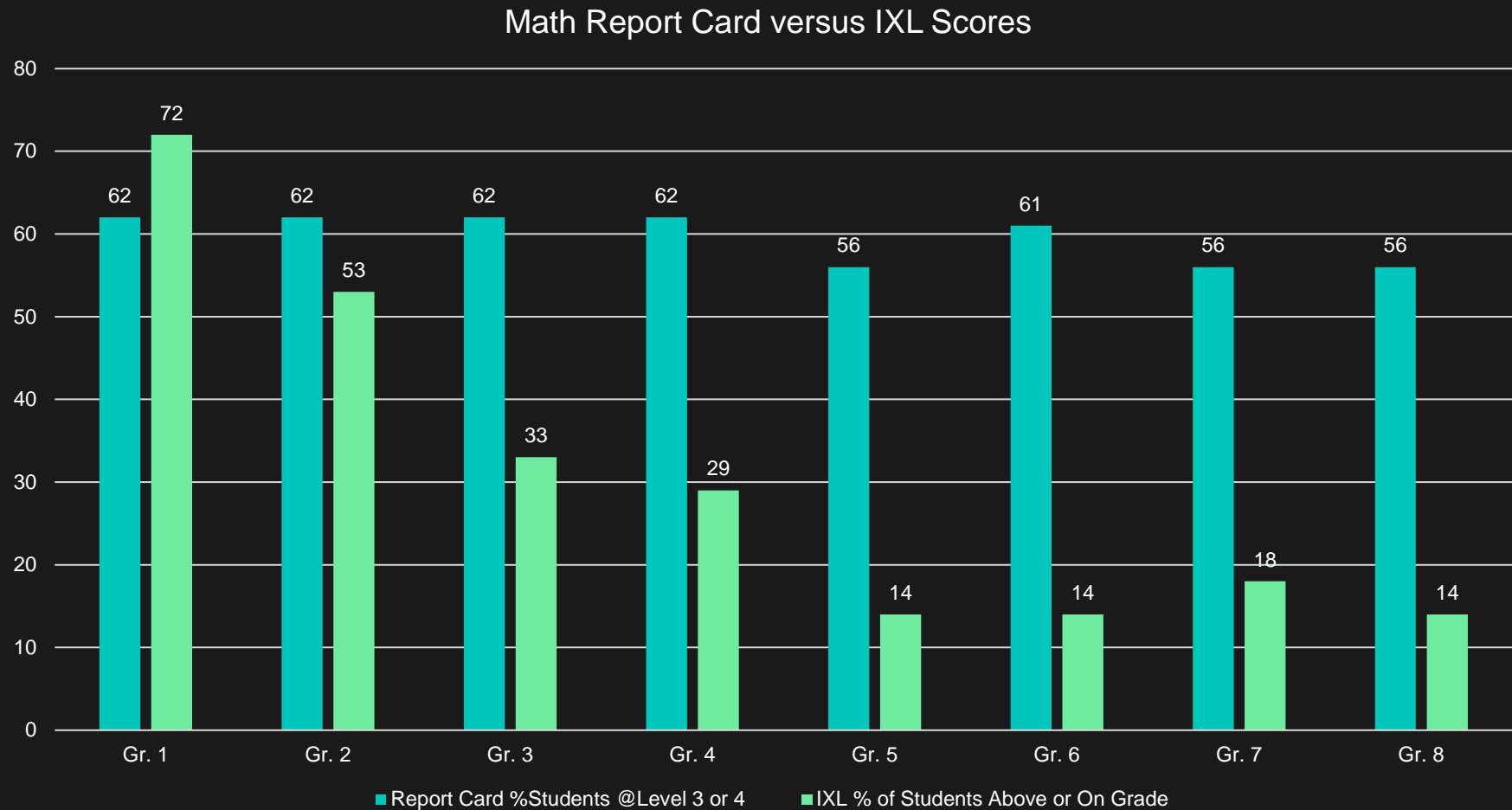


Analysis of Term 1 Report Card Comments

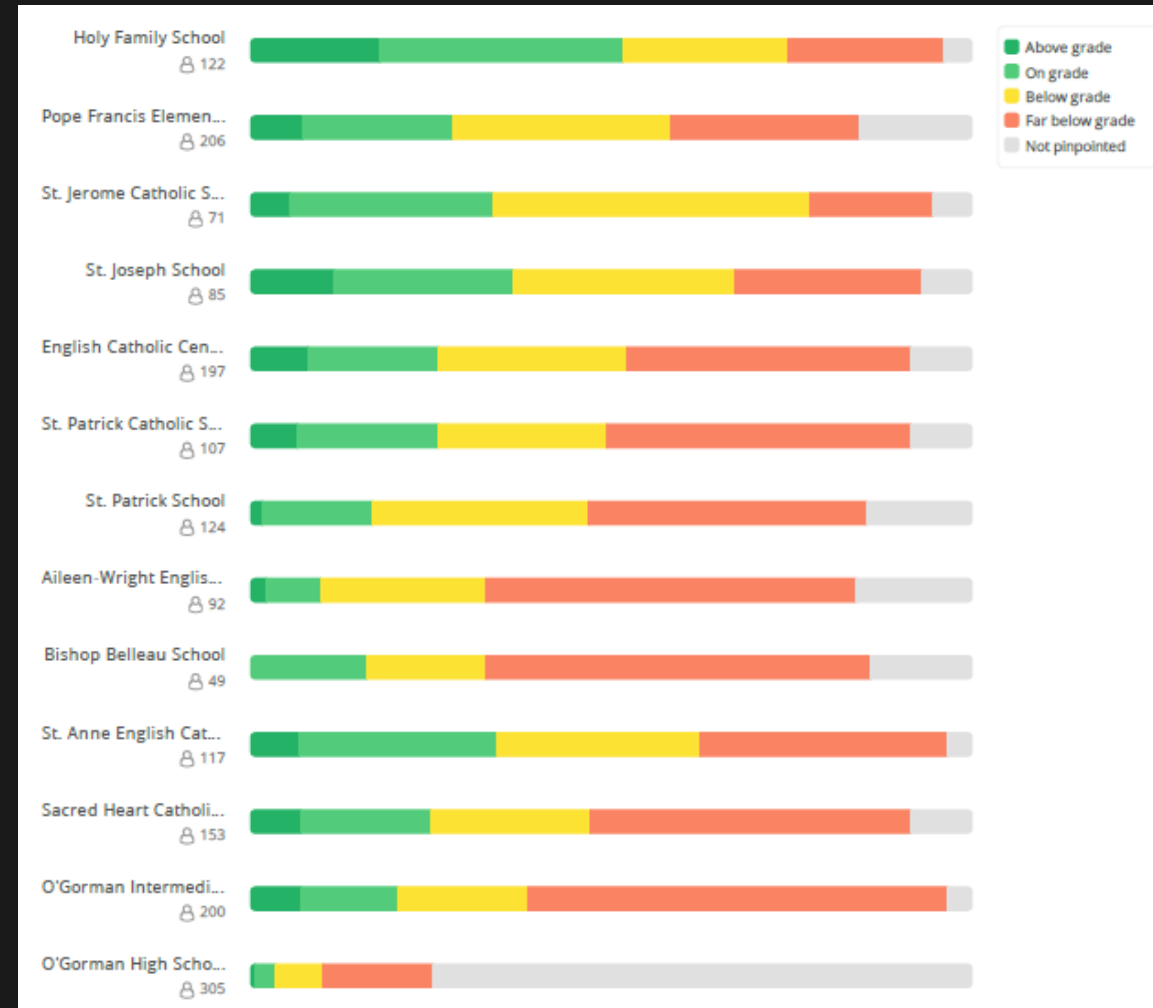
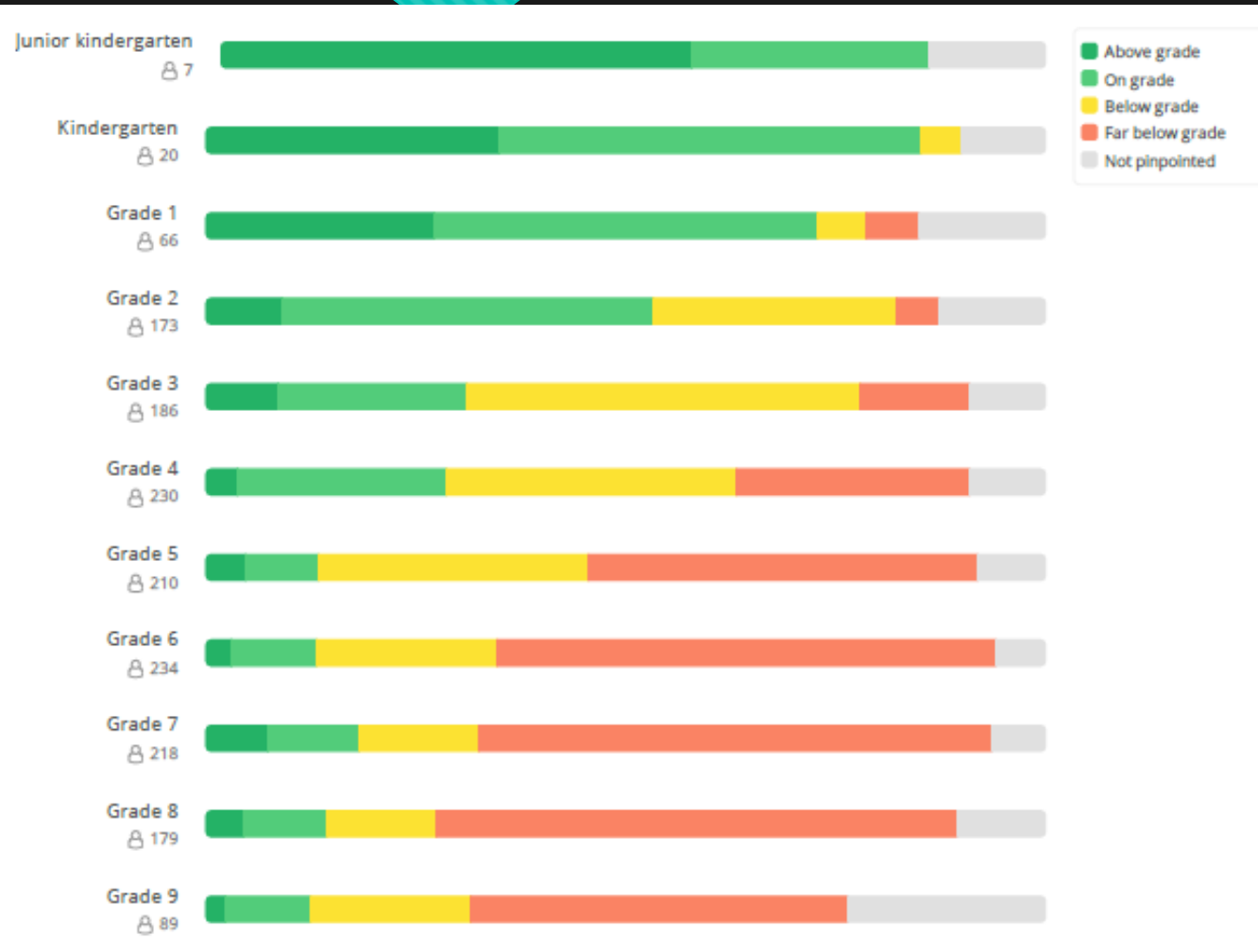
We recently analyzed 186 term 1 report card comments. Here is what we found out:

- 1% of comments did not adequately reflect any math strand, 5% reflected 1 strand, 24% reflected 2 strands, 46% reflected 3 strands, 19% reflected 4 strands and 4% reflected all 5 strands
- 96% of comments included number sense, 55% included algebra, 59% included data, 66% included spatial sense and 17% included financial literacy
- 25% of comments did not have a specific next step

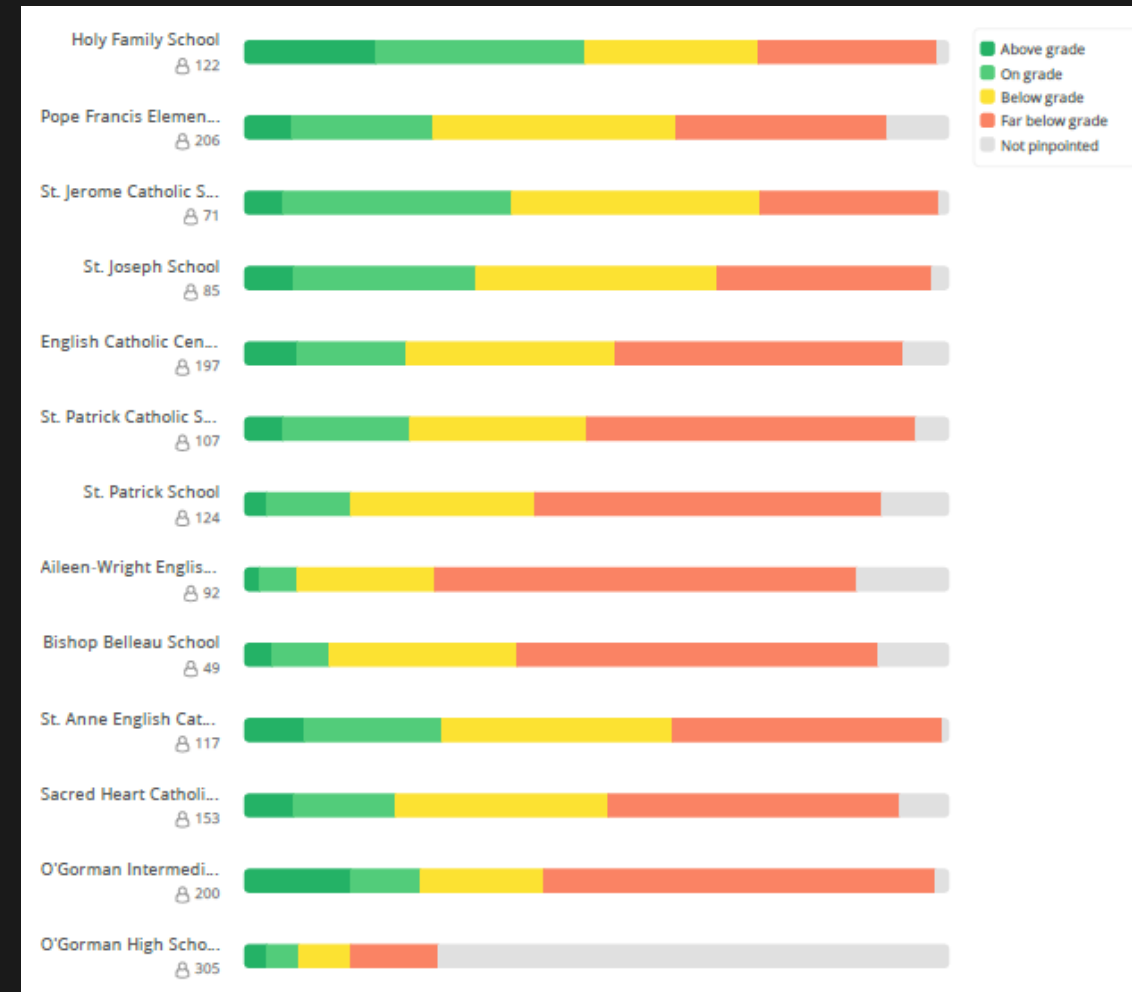
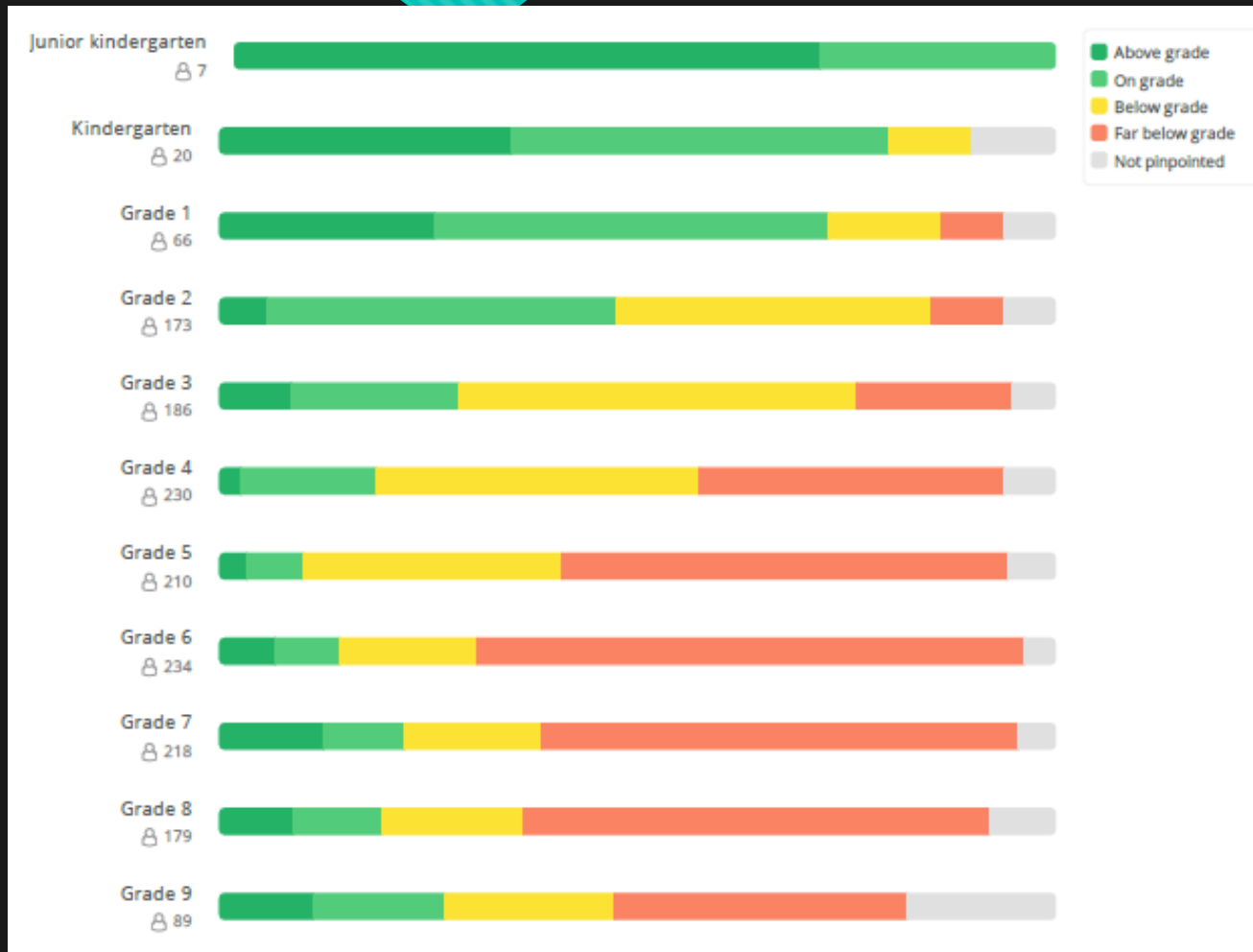
Math Report Card versus IXL Scores Term 1



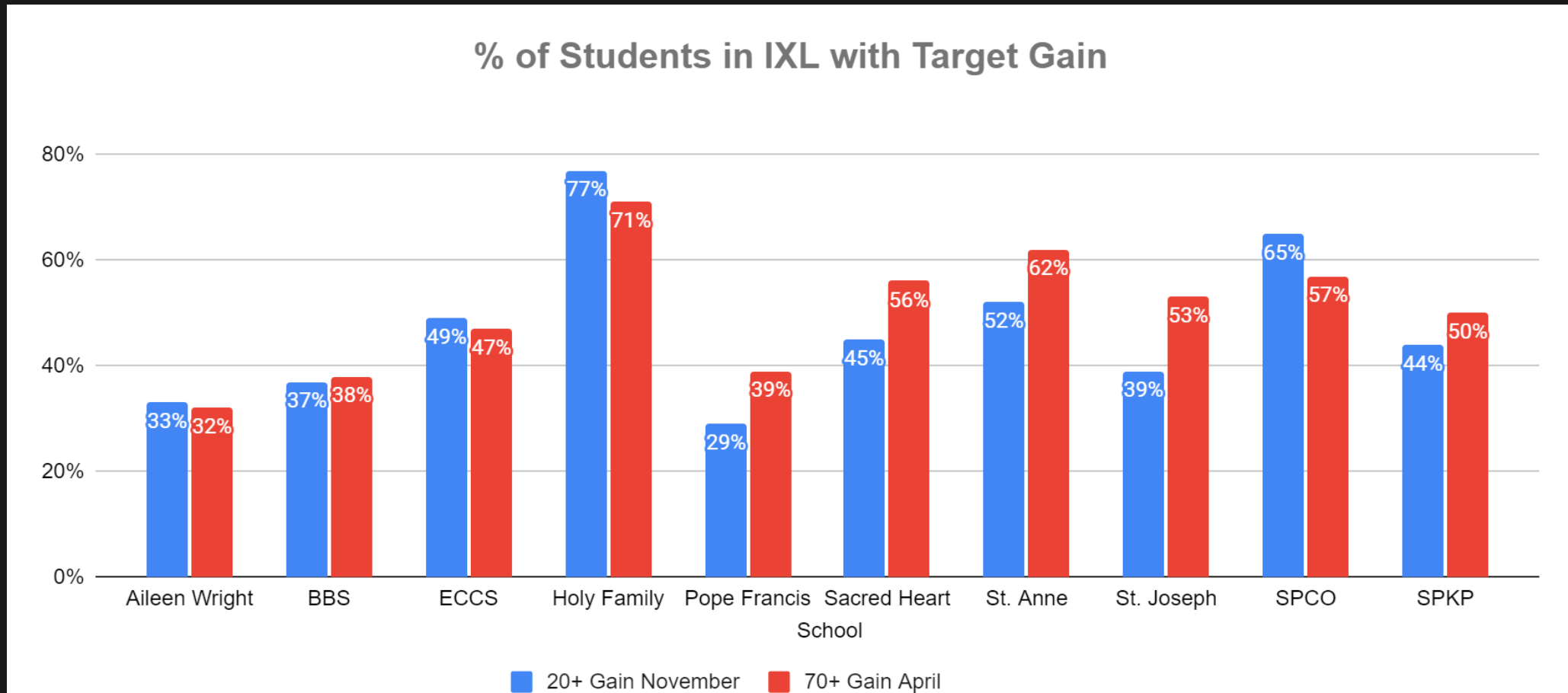
IXL Overall Data by Grade & School



IXL Number Sense Data by Grade & School



IXL Data - % of Students with Target Gain



Use of Board Resources

In December, all principals were tasked with speaking to each teacher of mathematics to learn as much as possible about their use of board-approved resources to teach math. Here is what we found out:

- 88% of teachers are using one of the core resources (MathUp or Jump Math) and 80% feel confident using the resource.
- 89% of teachers are using a board-approved scope and sequence and 77% feel confident using it.
- 45% of teachers have requested support from a lead or SAT this year (38% last year)
- 56% of staff are confident using IXL data; 69% of students are going into the diagnostic arena in IXL at least once every 2 weeks; 26% of students are using their personalized learning plan only, 43% use their plan and teacher assigned skills in IXL
- 46% of teachers have implemented daily cumulative review
- 94% of teachers are doing number talks; 29% daily, 25% 3-4 times a week and 40% 1-2 times a week
- 72% are confident with the new curriculum
- 63% are confident with assessment for/as strategies, 69% are confident with evaluation for reporting

Coaching Logs

We have had 628 contacts recorded as of April 9th by leads, SATs and RTs. Here is what their data is telling us:

- 36% of contacts have been in person and for less than 20 minutes; 40% between 20-40 min and 15% between 40-80 minutes.
- 28% have involved co-teaching
- 12% included release time
- 22% of grade 3 and 17% of grade 6 teachers have requested support from a lead, RT or SAT
- Number sense and spatial sense are the most discussed strands
- Use of IXL, mental math instruction, classroom management, and assessment and report card writing are the most common topics

Analysis of Summative Assessment Samples

On the April 8th PA day, we asked teachers to bring two samples of a recent summative assessment their students had done in math. They analyzed them to determine how well the assessment lined up with the 4 categories of the achievement chart (Knowledge & Understanding, Thinking, Communication and Application). We compared this data to the data collected with principals in November. Here is what their data is telling us:

- In the fall 9% of samples for grade 3 & 6 included questions related to thinking and 12% related to application
- Of the problems posed in the fall, 25% of them were single step problems, 20% were multi-step, single strand and 10% were multi-step, multi-strand problems.
- On April 8th, 96 samples were analyzed by staff. 32% of problems posed were thinking questions and 32% were application questions.
- Of the problems posed, 33% were single step problems, 50% were multi-step, single strand and 34% were multi-step, multi-strand problems. However, there were no multi-step, multi-strand problems posed in the grade 3 samples.

Year 2 FDK All About Numbers Data

All year 2 FDK students were assessed using the NCDSB All About Numbers assessment in December. Here is what the data is telling us:

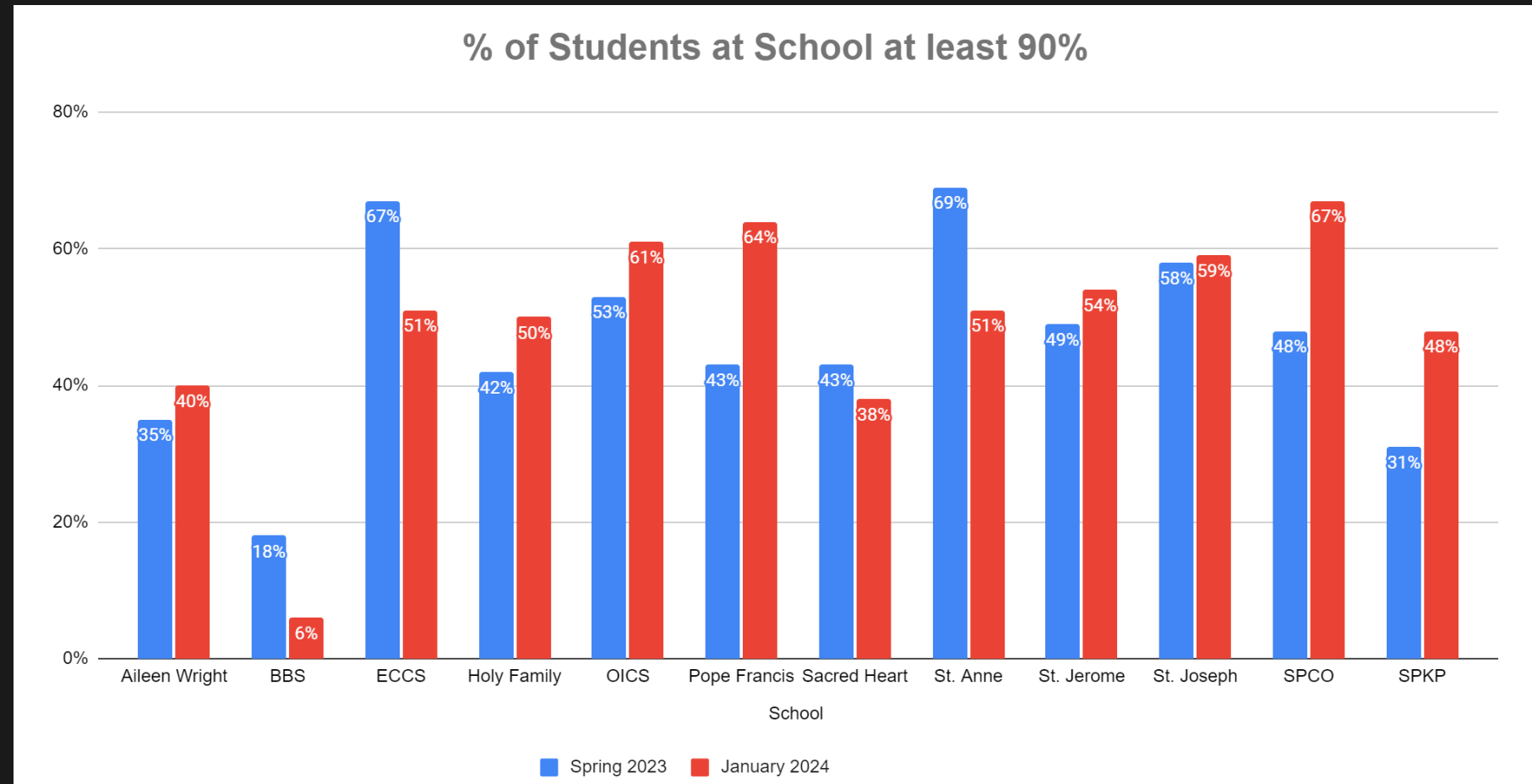
- Average score is 8.7/14.
- Aileen Wright (7.9), St. Joseph (7.3) and Pope Francis (8.4) have scores under the average.
- ECCS (10), Holy Family (8.8) and SPKP (9.4) has the strongest scores.
- Weakest skills are writing numerals, 2 more, 1 and 2 less, Making 5 and the Spatial Reasoning Task
- An intervention guide is being created to support FDK teams.

Attendance Data

Principals made contact with the families of 195 students regarding attendance.

Over 900 students have missed 10 or more days of school.

The Ministry expectation is that we are contacting any student who has missed 10 or more days of school where there is an impact on math achievement. Teachers are to be in touch at 3 and 6 days absent.



Reflections...

- ❖ 12% of teachers are not using a board-approved resource to teach math
- ❖ 68% of teachers are confident evaluating math achievement but our report card data and analysis of summative assessments indicate there is limited alignment
- ❖ We would like to see all report card comments cover 4 strands each term (only 19% do at this time). We also need to address the lack of next steps.
- ❖ All Grade 3 & 6 teachers were to be supported this year as part of the math action plan. Only a small percentage of teachers have been supported based on the coaching logs.
- ❖ Need to continue to support teachers in developing thinking and application questions in math. We also need to monitor the implementation of Daily Cumulative Review.
- ❖ We need to ensure that gaps in math achievement don't start by having a clear plan that begins in FDK (use of IXL, data-driven instruction)
- ❖ There is a significant alignment between attendance and achievement. We can't work on achievement if the students are not in school. This is further impacted by staff absence. We need to ensure we are in contact with parents regularly.