



BOARD MISSION STATEMENT

We are a Catholic School Board. We serve our students, working with the home, parish and school community to:

- Nurture a Christ-centred environment;
- Provide student-focused learning opportunities;
- Support the growth of the whole person.

NEEDS ASSESSMENT 2012 Update

As a Catholic School board, we believe that all of our students can and will use their God-given gifts and talents to reach their full potential. Until and unless all students, including those whom we have identified below, are meeting with success at the provincial standard, we need to continue to respond with a variety of teaching and learning strategies that respond to individual learning needs. We need to continue to provide opportunities for teacher and principal learning and collaboration, in order to support their efforts to help all students achieve success.

August 2012

| STUDENTS WITH AN IEP (% Achieving at L3 or 4) | | | | | | |
|---|--|---|--|---|---|---|
| Elementary RC | R2011 71% | R2012 76% +5% (289/399) | W2011 62% | W2012 63% +1% (246/399) | M2011 66% | M2012 71% +5% (283/399) |
| Elementary EQAO 2012 (P=11%exempt) (J=3%exempt) | Primary 31% -11% | Junior 52% -3% | Primary 65% +3% | Junior 45% +3% | Primary 42% -8% | Junior 13%-12% |
| Secondary RC | English 2011 62% English 2012 64% +2% (87/132) | | Math 2011 53% Math 2012 66% +13%(84/132) | | EQAO 2012 Applied 62% (21/34) Academic 79% (11/14) | |

Comments:

2 schools remain a concern because of low achievement for students with an IEP.
 Another 2 schools presently have more students on IEPs than are actually required.
 In one school, the students on IEPs are capable but mental health issues are interfering in learning.
 More girls achieve L3 and 4 than boys in Reading and Writing; more boys than girls achieve L3 and 4 in Math.
 The adult actions on behalf of students with an IEP that are making a difference for these students are:
 The use of learning goals and co-creating success criteria
 The use of teacher and parent friendly Individual Education Plans
 Transition processes for these students from Grade 8 – gr. 9.
 Diagnostic assessment practices in place in schools and used by teachers
 Collaborative partnerships with human resources in the community as well as those collaborations between teachers and educational professionals in the schools.

| PRIMARY READING (% Achieving at benchmark) | | | |
|---|--|---|---|
| June 2011 | SK 83% | Gr 1 75% | Gr 2 77% |
| June 2012 | SK 71% -12% (204/293) | Gr 1 72% -3% (213/309) | Gr 2 82% +5% (254/311) |
| <p>Comments:</p> <p>Assessment practices for primary reading need to be refined.</p> <p>Modified early intervention, early reading intervention and the Early Primary Collaborative Inquiry have been programs that have had a positive impact on student achievement but not on teacher practices in early primary.</p> <p>Focus of instruction for students in early primary needs to be on all 4 roles of the reader – but especially on code-breaker and text analyzer.</p> | | | |

| GENDER ISSUES – WRITING AND MATH (% Achieving at L3 and 4) | | |
|--|---|--|
| Elementary RC Junior Boys 2011 Writing: 76% | Junior Division Assessment 2011 Boys' Writing: 67% Girls Writing: 88% | Secondary All Semesters Final |
| Elementary RC Junior Boys 2012 Writing: 76% no change (340/451) | Junior Division Assessment 2012 Boys' Writing: 68% +1% Girls: 83% EQAO Math2012: Girls – 55% Boys 59% | 2011 74% 2012 65% -9% (83/128) |
| <p>Writing -Almost one third of our schools are of concern in this area. Most of these schools are in Huron county. Possible reasons for this concern; disengagement, lack of opportunity for accountable talk, lack of exposure to forms of writing, lack of use of appropriate high yield strategies.</p> <p>Assessment practices are a foundation before implementing multi-platforms in writing</p> <p>Engagement is fostered by teacher engagement in purposeful writing – purposeful and related to content.</p> <p>EQAO Writing - 11 % of the students in this cohort met the standard in Grade 3 but not in Grade 6. This reflects report card trends in writing. Our gender gap in writing continues – Girls 83% Boys 68%</p> <p>Math – Only 22% of girls say that they are able to answer difficult math questions although 95% of them say they try to do their best when they do math activities in class.</p> | | |

| APPLIED MATH (Gr 7 – 9) (% Achieving at L3 and 4) | | |
|---|--------------------------------------|---|
| Gr 8 IEP RC Number Sense 2011 68% | Gr 7 IEP RC Number Sense 2011 66% | Applied Math Gr 9(all semesters) 2011 53% |
| 2012 72% +4% (54/75) | 2012 72% +6% (38/53) | 2012 60% +7% (29/51) EQAO 2012 – 62% |
| <p>Comments:</p> <p>In secondary there are different trends in the data – at one school students performed better on report cards than on EQAO, at the other school they performed better on EQAO than on report cards – Reasons for this???</p> <p>Grade 6 students are shutting down on EQAO; 91% say they try their best, but only one third say they are able to solve difficult math problems. Student confidence in solving problems is key.</p> <p>Are the assessment tasks for individuals on a modified program at the highest level possible for the capability of the student?</p> <p>Applied course - 31% of our students did not meet the standard in Grade 6 and did not in Grade 9; the Spring cohort achieved significantly lower in all strands and knowledge and skill areas; students with special needs in the academic course performed very well (n14 79%); applied course (n34 – 62%)</p> <p>EQAO Primary and Junior Assessment – 24% of the students in this cohort met the standard in Grade 3 but not in Grade 6. This reflects report card trends in math.</p> | | |