

# KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

## **PROGRAM REVIEW COMMITTEE MEETING**

Tuesday, November 29, 2022, at 7:00 p.m.  
Roy H. Wilfong Boardroom, 1994 Fisher Drive, Peterborough, Ontario

The public may view the meeting through the KPR YouTube Channel.

## **A G E N D A**

- ITEM 1. **CALL TO ORDER AND LAND ACKNOWLEDGEMENT**
- ITEM 2. **ADOPTION OF AGENDA**
- ITEM 3. **DECLARATIONS OF CONFLICTS OF INTEREST**
- ITEM 4. **ELECTION OF CHAIRPERSON**
- ITEM 5. **ADOPTION OF MINUTES**  
for the Meeting held on Tuesday, October 11, 2022
- ITEM 6. **BUSINESS ARISING FROM THE MINUTES**
- ITEM 7. **PRESENTATIONS/DELEGATIONS**
- ITEM 8. **DECISION ITEMS**
  - 8.1 **Decision Reports**  
Nil
  - 8.2 **Policy Reviews**  
Nil
- ITEM 9. **INFORMATION ITEMS**
  - 9.1 **Student Achievement Reports**
    - 9.1.1 Student Achievement and Results from the 2022 EQAO Primary and Junior Division Assessments, Grade 9 Assessment of Mathematics, and the Ontario Secondary School Literacy Test
  - 9.2 **Student Achievement Initiatives**
    - 9.2.1 2022-2023 Exams and Final Assessments
    - 9.2.2 October 24, 2022 Professional Activity Day
    - 9.2.3 Math Instructional Coaching
  - 9.3 **Discussion Items**  
Nil
- ITEM 10. **CORRESPONDENCE**

ITEM 11. **BOARD MEMBER ADDITIONS**

ITEM 12. **FUTURE MEETING DATES**

January 10, 2023

February 7, 2023

March 7, 2023

April 4, 2023

May 9, 2023

June 13, 2023

(all meetings will be held at 7:00 p.m. in the Boardroom unless otherwise noted)

ITEM 13. **ADJOURNMENT**

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

**SUBJECT TO COMMITTEE APPROVAL**

**DRAFT PROGRAM REVIEW COMMITTEE MINUTES**

Tuesday, October 11, 2022 at 7:00 p.m.

**ATTENDANCE**

Present: Trustees S. Russell (Committee Chairperson), D. Lloyd (Chairperson of the Board), A. Lloyd (Vice-chairperson of the Board), C. Dickson, K. Dupuis, G. Nyberg.

Regrets: Trustee. J. Klassen Jeninga

Also Present: Trustees C. Abraham, T. Brown and R. Kitney; D. McNaughton, S. Gohil, V. Dunn, C. Filip, T. Howell, J. McIlmoyle Parsons, L. Bayley-Goble, M. Lapointe and L. Haemel.

The committee met virtually using the Webex Platform and livestreamed through the KPR YouTube channel.

Trustee S. Russell, Committee Chairperson, called the meeting to order (7:00 p.m.) and welcomed members and guests to the meeting. Trustee S. Russell provided a personalized rendition of the land acknowledgement and stated that the Committee was meeting on the traditional territory of the Mississauga First Nations.

**Adoption of Agenda**

**MOVED BY C. Dickson, SECONDED BY A. Lloyd**  
**That the agenda be adopted as printed.**

**CARRIED**

**Adoption of Minutes**

**MOVED BY D. Lloyd, SECONDED BY C. Dickson**  
**That the Minutes of the last meeting held on Tuesday, September 13, 2022, be adopted as recorded.**

**CARRIED**

**Focus on Youth Program**

Associate Director McNaughton reported that the Focus on Youth Program provides summer learning and employment opportunities to Kawartha Pine Ridge District School Board (KPR) secondary students in Grades 9 to 12 who face personal challenges and

barriers to employment. By extending learning beyond the classroom, students are engaged in safe and supportive environments while learning coping and employability skills. The program also supports the development of leadership skills and provides mentorship opportunities. These opportunities contribute to increased credit attainment towards the Ontario Secondary School Diploma and support youth to have positive transitions to adulthood.

C. Filip, Principal of Teaching and Learning K-12 (secondary focus), shared the connections to the KPR Strategic Plan and Board Action plan 2022-2023 with Focus on Youth.

L. Bayley-Goble, Focus on Youth Lead, shared that the Focus on Youth Summer Program 2022 employed 36 KPR secondary school students from July 4 to August 18, 2022. Students worked in collaboration with KPR, various community projects and partners, while working in not for-profit organizations and childcare centers.

This year Focus on Youth hired one Child and Youth Worker and one cooperative education teacher. Focus on Youth also worked in conjunction with KPR's Intermediate Indigenous Graduation Coach to support Indigenous youth engaged in the program.

Students were trained by the Focus on Youth Lead, cooperative education teachers and KPR staff at the end of June. Students engaged in Health and Safety training, Cardiopulmonary Resuscitation (CPR) training and First Aid, Worker 4 Steps Training, Workplace Violence and Harassment Certificate, and various skills training.

The 2022 scheduling allowed for students to work at their community placements Monday to Friday for up to 7 hours per day and they earned 1 or 2 cooperative education credits.

Information, experiences and data were shared from this year's Focus on Youth program.

Feedback from both students and parents/guardians was very positive. Many students experienced successes and overcame barriers that they did not think they were capable of at the beginning of the summer program.

Discussion was held and questions of clarification were addressed.

**MOVED BY C. Abraham, SECONDED BY G. Nyberg**  
**That the Focus on Youth Program Report, dated, October 11, 2022, be received for information.**

**CARRIED**

Welcome to School Pilot Program

Associate Director McNaughton reported that in early 2022, KPR explored ideas that could be developed to support our New to Canada and Multilingual Learner families. KPR, the New Canadians Centre (NCC) and Peterborough, Victoria, Northumberland and Clarington Catholic School Board (PVNC) formed a partnership to develop plans for a pilot program, called *Welcome to School*, to introduce families to our elementary and secondary schools.

J. McIlmoyle Parsons, Principal of Teaching and Learning K-12 (elementary focus), showed how *Welcome to School* was planned and delivered with respect to the KPR Strategic Plan and Board Action Plan 2022-2023.

T. Howell, Project Co-Lead, indicated that it was determined a one-day program in each of Bowmanville, Cobourg and Peterborough would reach families regionally. The days were structured to offer comprehensive and common information throughout the mornings. The afternoons were designated for time to visit an elementary and secondary school in the board of choice by each family. A support team consisting of Multilingual Learner and English as a Second Language teachers from KPR/PVNC, NCC staff, interpreters for Arabic, Dari and Ukrainian languages, and community and student volunteers assisted with these programs.

There were three *Welcome to School* sessions offered across KPR:

#### **Monday August 22, 2022, Peterborough**

Over 60 adults and children attended the session at Peterborough Alternative and Continuing Education at PCVS and then families who chose to visit KPR schools received tours led by principals and vice-principals at Thomas A. Stewart Secondary School (SS) and Prince of Wales Public School (PS). Families who chose to visit PVNC schools had tours led by principals and vice-principals at St. Peter Catholic SS and St. Catherine Catholic Elementary School (ES).

#### **Tuesday, August 23, 2022, Bowmanville**

Due to low enrolment and families only choosing to visit PVNC schools, PVNC ran a shorter modified program and toured St. Stephen Catholic SS and St. Elizabeth Catholic ES.

#### **Wednesday, August 24, 2022, Cobourg**

Over 30 people from families recently arrived from Ukraine attended the session at Cobourg Collegiate Institute (CCI). Everyone then toured CCI, then some toured St. Mary Catholic Secondary School and others toured C.R. Gummow PS. Tours were provided by the principal and vice-principals.

At all sessions, families had opportunities to speak with staff about any particular concerns and questions. Families thanked the team both on the program days and

afterwards. They expressed they were so happy to meet staff from each school board, have an opportunity to learn about school, visit schools and ask questions. While some of the families had children who were already attending school, parents, guardians and caregivers were also happy to visit inside schools as access had been limited through the pandemic.

KPR, NCC and PVNC representatives recently held a debriefing meeting. All were enthusiastic about the pilot program and felt it was a significant success.

Discussion was held and questions of clarification were addressed.

**MOVED BY A. Lloyd, SECONDED BY G. Nyberg**

**That the Welcome to School Report, dated, October 11, 2022, be received for information.**

**CARRIED**

### Anti-Sex Trafficking

Superintendent Gohil reported that on March 6, 2020, the Ontario government announced a new anti-human trafficking strategy to battle human trafficking and child sexual exploitation. A new anti-sex trafficking policy framework for school boards, Policy/Program Memorandum 166: Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols (PPM 166) was released on July 6, 2021.

In response to PPM 166, KPR developed Anti-Sex Trafficking Administrative Regulation ES-1.1.13 Safe, Caring and Restorative Schools: Anti-Sex Trafficking and an Anti-Sex Trafficking Guide through the Safe, Caring and Restorative Schools, Indigenous Education, Equity Diversity and Inclusive Education, Professional Services and Mental Health Departments. The work was supported by resources shared from Durham and York Region District School Boards.

Since March 2022, consultations were conducted on both documents with our three First Nation communities, Indigenous and community partners as well as our local federations.

Superintendent Gohil highlighted how the KPR Strategic Plan and Board Action Plan 2022-2023 is reflected in this work.

T Howell, Project Co-Lead, reported that all KPR staff received information and directions for initial self-directed professional development (PD) on Friday, April 8, 2022.

Principal V. Dunn and M. Lapointe, Indigenous Education Consultant, shared that PD for school administrators session one took place on September 21 and 22, 2022. School administrators will also participate in session two Anti-Sex Trafficking PD on October 19 and 20, 2022. The PD for school administrators follows an equity-centred,

trauma-informed model that school administrators will use to train school staff on the October 24, 2022 PA Day.

Discussion was held and questions of clarification were addressed. It was noted that KPR will ensure that Anti-Sex Trafficking training will be made available on an ongoing basis.

**MOVED BY R. Kitney, SECONDED BY D. Lloyd**  
**That the Anti-Sex Trafficking Report, dated October 11, 2022, be received for information.**

**CARRIED**

Board Member Addition

Trustee Russell expressed a point of information to the Committee in that Grade 9 and 10 students are expected to attend school during Grade 11 and 12 examination days.

Adjournment

**MOVED BY G. Nyberg, SECONDED BY A. Lloyd**  
**That the meeting be adjourned (8:48 p.m.).**

**CARRIED**

Steve Russell  
Committee Chairperson

**KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD**

**TO:** Program Review Committee

**TOPIC:** **Student Achievement and Results from the 2022 EQAO Primary and Junior Division Assessments, Grade 9 Assessment of Mathematics, and the Ontario Secondary School Literacy Test**

**INITIATOR:** Drew McNaughton, Associate Director of Education

**BACKGROUND**

1. System and school improvement planning utilizes the following four types of data: demographic, student learning/achievement, school programs and processes, and perceptual. EQAO, as well as report card grades, learning skills, graduation rates, credit attainment, common assessments, and IEP program pages are examples of student learning/achievement data sources.
2. Due to the disruptions surrounding the COVID-19 pandemic, assessments through EQAO have not been completed since 2019.
3. For the 2021-2022 year, students completed the EQAO assessments online. EQAO required students to be physically present for the EQAO assessments. If students were enrolled in KPR's Virtual Elementary School (VES) or Virtual High School (VHS) and chose to write the assessment, they were accommodated in their home school.
4. There were changes to both the elementary and secondary math curricula since the last EQAO assessment in 2019.
  - a. The provincial elementary math curriculum was introduced in 2020-2021 for Grades 1 to 8.
  - b. Students represented in the report for Grade 9 math were in the first cohort of the single de-streamed math course for Grade 9.

**STATUS**

5. EQAO results from the 2021-2022 assessments were confidentially released to school boards, administrators and educators on October 26, 2022. These results were released to the public on November 3, 2022.
6. EQAO made a number of significant changes to the assessments in 2021-2022. They therefore note that 2022 results are a new baseline and not directly comparable to the last assessments in 2019. However, EQAO's practice this year was to provide results for 2019 for fully participating students, along with results for 2022. Consistent with provincial reporting practice, the attached reports include the most recent pre-pandemic EQAO assessments for KPR students along with results for 2021-2022.



**Student Achievement and Results from the 2022  
EQAO Primary and Junior Division Assessments,  
Grade 9 Assessment of Mathematics,  
and the Ontario Secondary School Literacy Test**

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7. Percentage changes over time are not part of the KPR reports this year, although they have been in the past.
8. Results for the 2022 EQAO Primary and Junior Divisions, Grade 9 Mathematics and OSSLT assessments are included as Appendix A, B and C.

**RECOMMENDATION**

1. That the Student Achievement Results from the 2022 EQAO Primary and Junior Division Assessments, Grade 9 Assessment of Mathematics, and the Ontario Secondary School Literacy Test report, dated November 29, 2022, be received for information.

Drew McNaughton  
Associate Director of Education

**Kawartha Pine Ridge District School Board**

*Program Review Committee*

**Results of the EQAO Primary and Junior (Grades 3 and 6)  
Assessments of Reading, Writing and Mathematics  
2022**

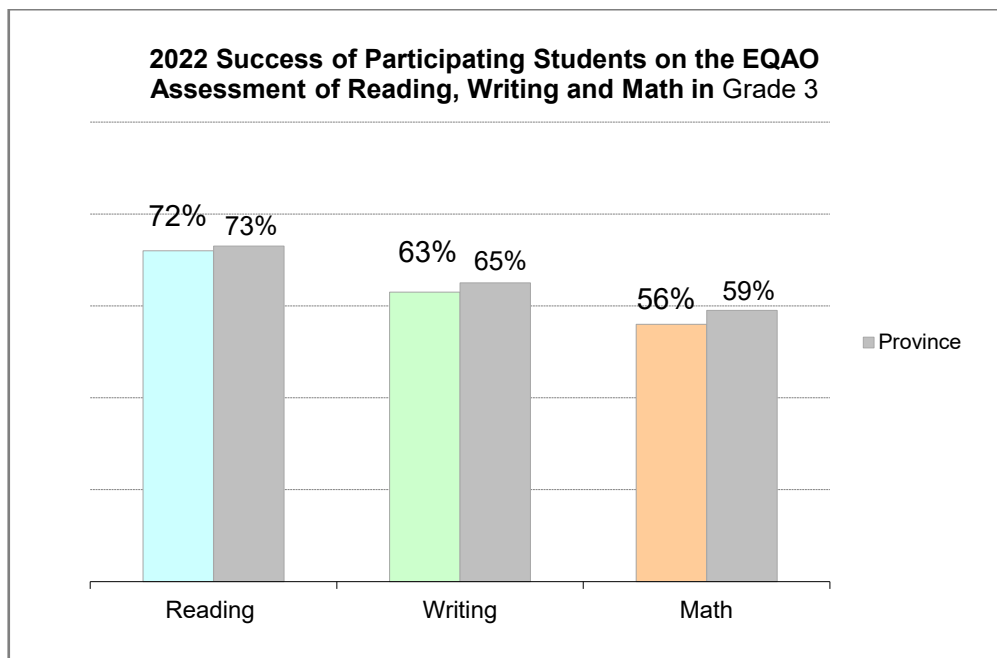


## Background

- In 2022, the primary division (Grades 1-3) and the junior division (Grades 4-6) assessments took place in May and June, 2022.
- The Ministry of Education policy on Assessment and Evaluation states that “the primary purpose of assessment is to improve student learning”. EQAO assessment data is available for analysis by boards and schools in order to determine strategies to improve student learning in reading, writing and math skills.
- Through a secure log-in, schools have access to their results using EQAO’s new reporting tool, a data dashboard launched in October 2022 at [www.eqao.com](http://www.eqao.com).
- Students have been supported in their preparation for writing the primary division and the junior division assessments of reading, writing and mathematics through sustained activities at the classroom and school level.
- EQAO paused the assessments across Ontario in spring 2020 and for the 2020-2021 school year due to the COVID-19 pandemic. Therefore, the 2021-2022 results in this report pertain to the first elementary EQAO assessments since the 2018-2019 school year.
- EQAO notes that because they made several changes to the assessments last year, results for 2021-2022 are not *directly* comparable to the last assessments in 2019. Therefore, percentage changes over time are not part of the KPR report on EQAO results this year.
- Grade 3 and Grade 6 students in this report were in the second year of the new provincial elementary math curriculum for students in Grades 1 to 8 introduced in 2020-2021.
- Students in Grade 3 represented in this report pivoted between virtual and in-person when they were in Grade 1 and Grade 2. Students who were in Grade 6 pivoted between virtual and in-person when they were in Grade 4 and Grade 5.
- EQAO required students to be physically present for the EQAO assessments. If Grade 3 students or Grade 6 students who were enrolled at Virtual Elementary School (VES) chose to write the EQAO assessment, they were accommodated in their home school for the length of the test.

## Part A: Primary Division (Grades 1-3) Results at a Glance

The following charts and summary tables include information for students who fully participated in the assessments (not including those exempt and those for whom no data was received):



### Observations:

- The percentage of students who were successful on the primary reading assessment at KPR was slightly below the provincial success rate (1% lower). Compared to the province, 2% fewer students met the standard in writing than the province and 3% fewer met the provincial standard in math when they were in Grade 3.

### Participation Rates

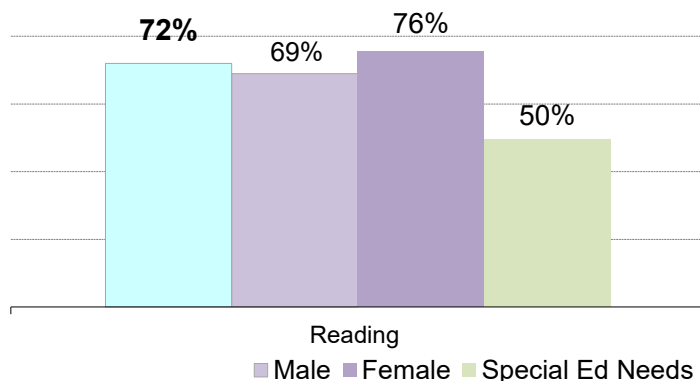
- The participation rates \* for KPR Grade 3 students are outlined in the chart below. There were fewer Grade 3 students exempted in 2022 compared to 2019 (1% compared to 2%). The overall participation rate of 93% was 4% lower than in 2019 when the participation rate was 97%.

Grade 3 Assessment	Percentage Participating	Percentage exempt	Percentage 'no data'	Percentage absent
Reading	93%	1%	5.6%	0.1%
Writing	93%	1%	5.7%	0.1%
Mathematics	93%	1%	5.6%	0.1%

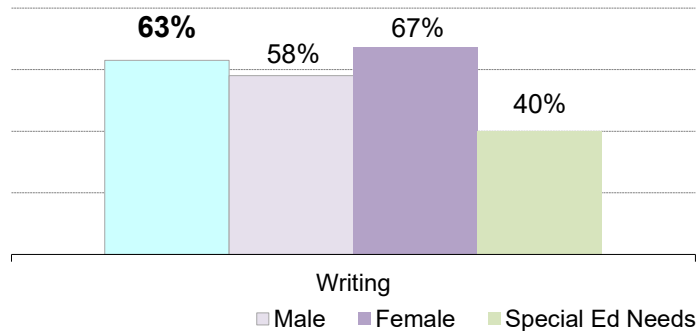
*\*Percentage participation rates might not add up to 100 due to rounding*

## Primary Division (Grades 1- 3) – Results Overview

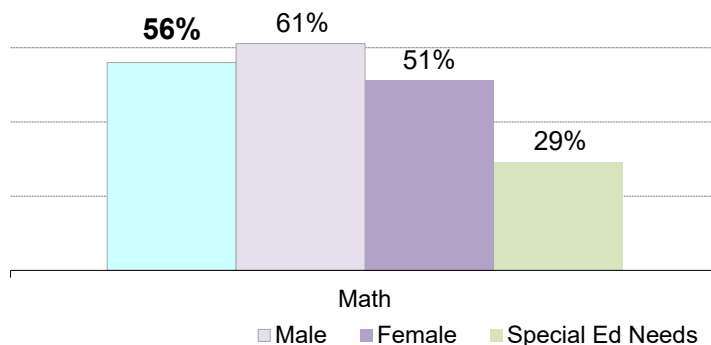
**2022 Success of Participating Students on the EQAO Assessment of **Reading** in Grade 3**



**2022 Success of Participating Students on the EQAO Assessment of **Writing** in Grade 3**



**2022 Success of Participating Students on the EQAO Assessment of **Math** in Grade 3**



### Observations:

Results for KPR students are shown in the blue bar.

These charts show an *overview* of results for all participating KPR students, for male students, for female students and for students with special education needs.

Details about student success by gender and by special education needs are provided later in this report.

### Primary Reading

- 72% of students in Grade 3 met or exceeded the provincial standard in reading. Female students were more likely to demonstrate their reading skills.

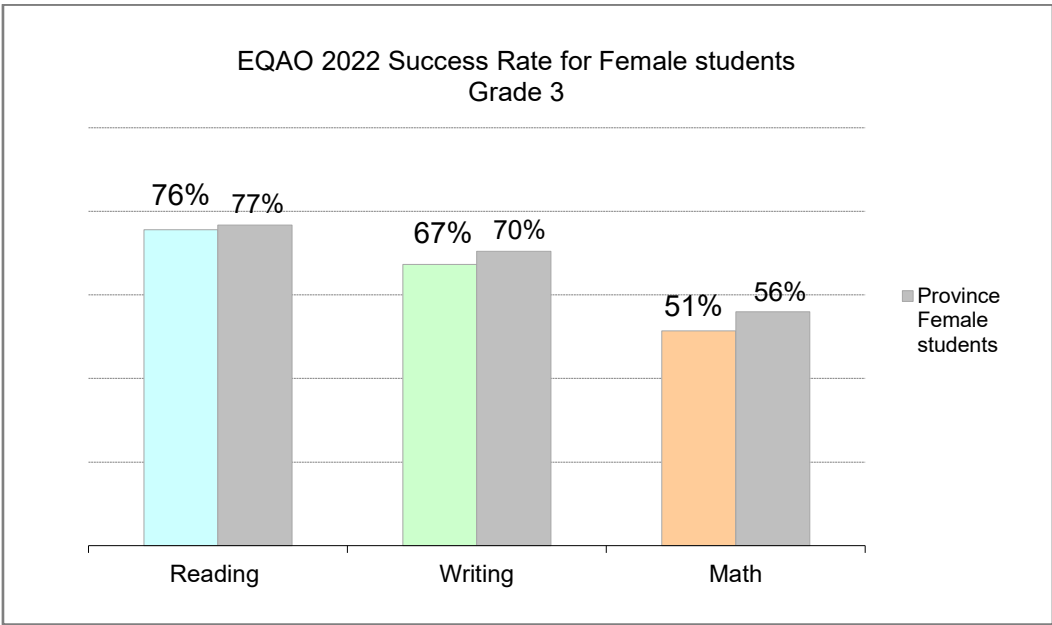
### Primary Writing

- Of KPR students in Grade 3 who wrote the EQAO assessment in writing, 63% met or surpassed the provincial standard.

### Primary Math

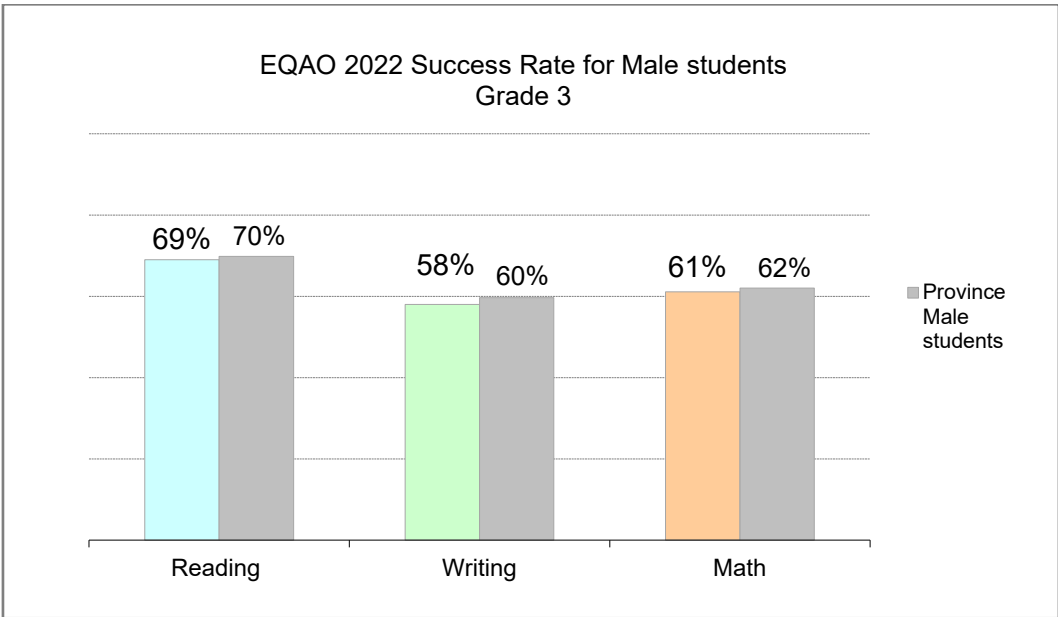
- 56% of KPR students met the provincial standard in the Grade 3 math assessment.

Primary Division (Grades 1- 3) – Results by Gender



Observations:

- Female students had a slightly lower success rate than the province in reading, and 3% lower than the province in writing. Female students at KPR were 5% less likely to be successful on the primary math assessment than the province’s female students.

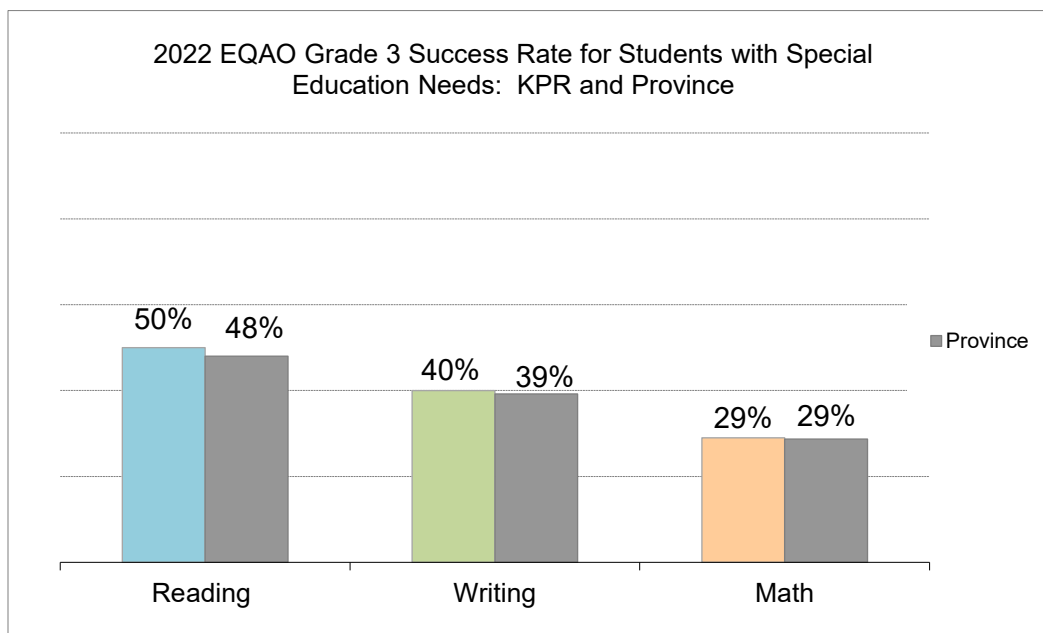


Observations:

- As in past assessments, male students had about the same success rate as the province in reading and math.

## Primary Division (Grades 1- 3) - Results for Students with Special Education Needs\*

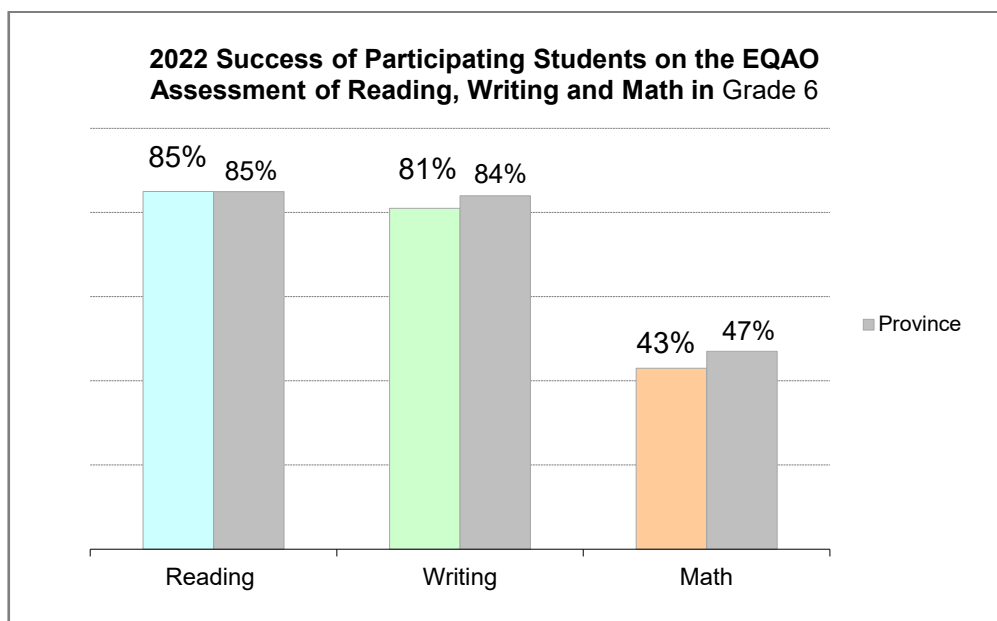
\* Students with special education needs include students who have an Individual Education Plan (IEP) and who have been receiving special education programs and services. They may or may not have been formally identified by an Identification, Placement and Review Committee (IPRC). Students identified as gifted are not included in this analysis.



### Observations:

- Students who are supported with an IEP had the same or higher success rate in the EQAO primary assessments as students in the province with an IEP. This is consistent with previous assessments.

## Part B: Junior Division (Grades 4-6) Results at a Glance



### Observations:

- In writing, about 3% fewer students than the Province were successful on the Grade 6 assessment. The 43% success rate in math was 4% fewer than the province for Grade 6.

### Participation Rates

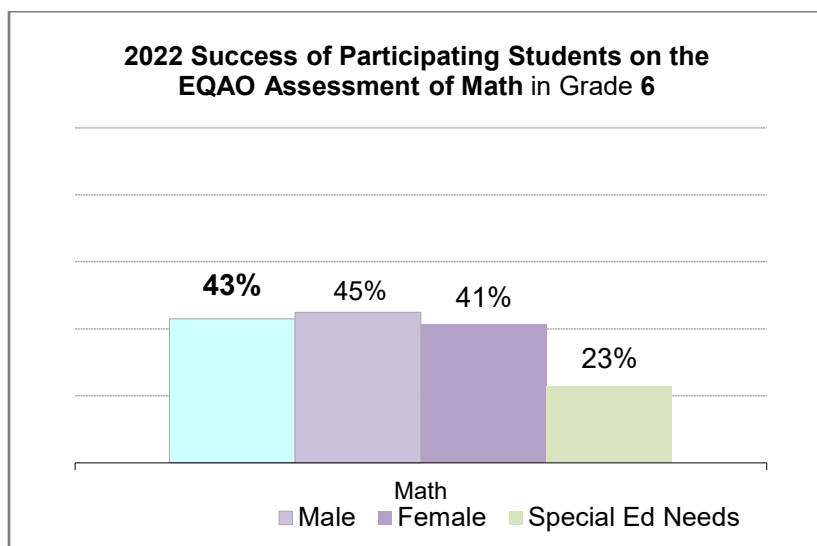
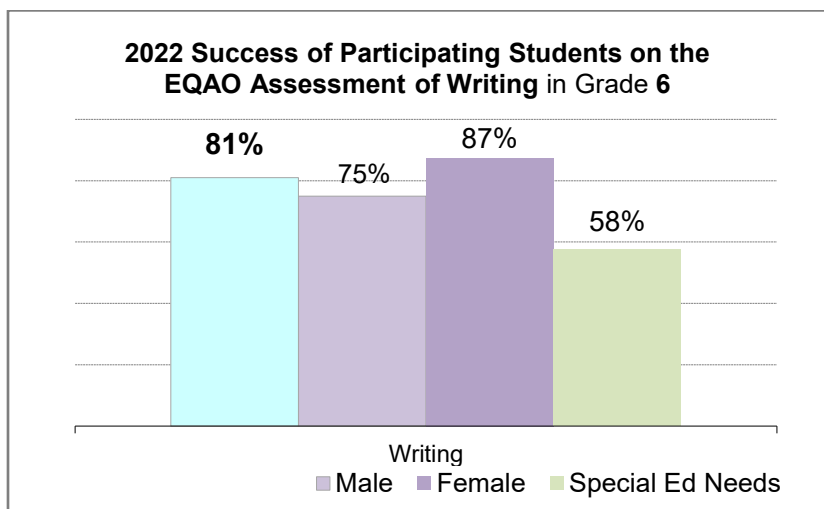
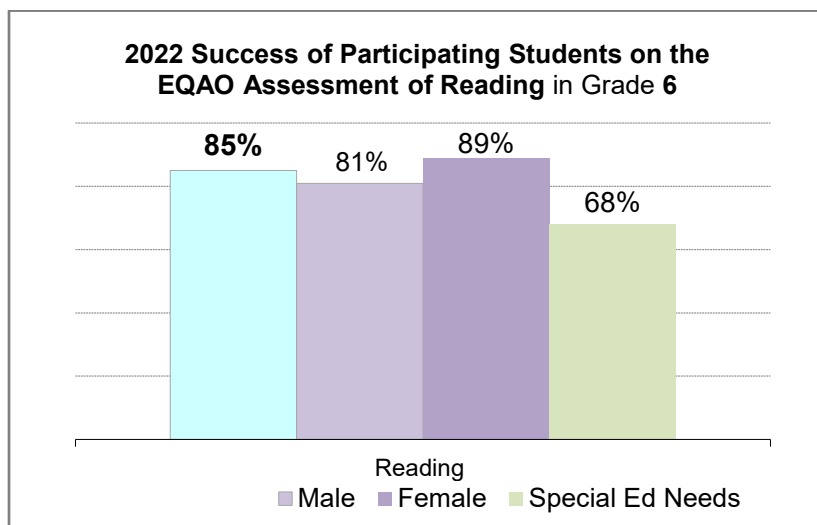
- The participation rates \* for KPR Grade 6 students are outlined in the chart below. The participation rates for the 2019 EQAO assessments for KPR in Grade 3 had been 97%.

Assessment	Percentage Participating	Percentage exempt	Percentage 'no data'	Percentage absent
Reading	92%	2.2%	6.2%	0.2%
Writing	91%	2.2%	6.3%	0.2%
Mathematics	91%	2.3%	6.3%	0.2%

*\*Percentage participation rates might not add up to 100 due to rounding*



## 2.0 Junior Division (Grades 4-6) – Results Overview



### Observations:

Results for KPR students are shown in the blue bar.

These charts show an overview of results for all participating KPR students, for male students, for female students and for students with special education needs.

Details about student success by gender and by special education needs are provided later in this report.

#### Junior Reading

- 85% of Grade 6 students at KPR met or surpassed the provincial standard in reading. Results for female students, male students and students of both genders who have an IEP are also shown.

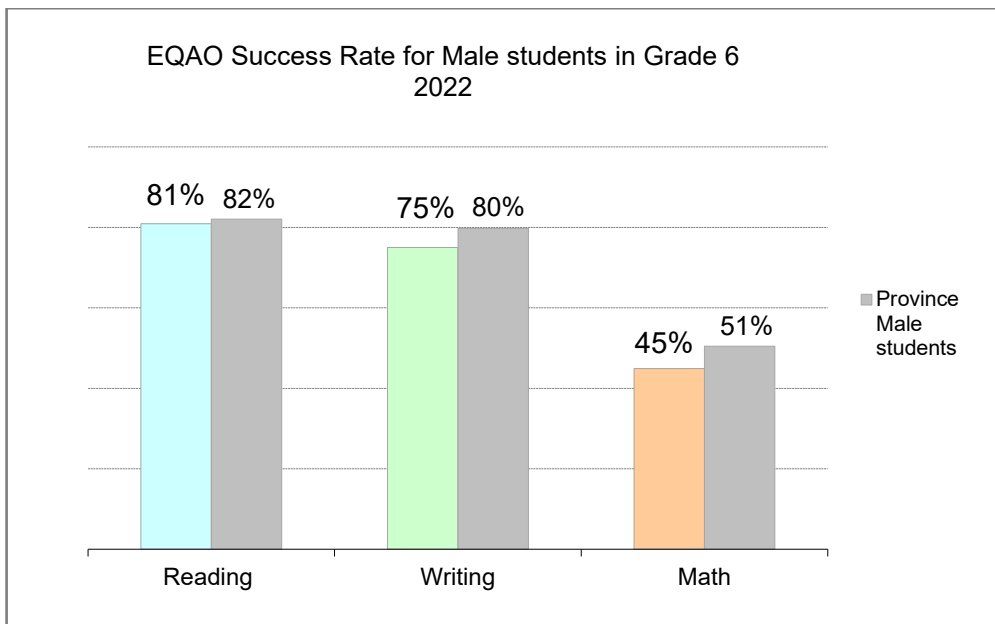
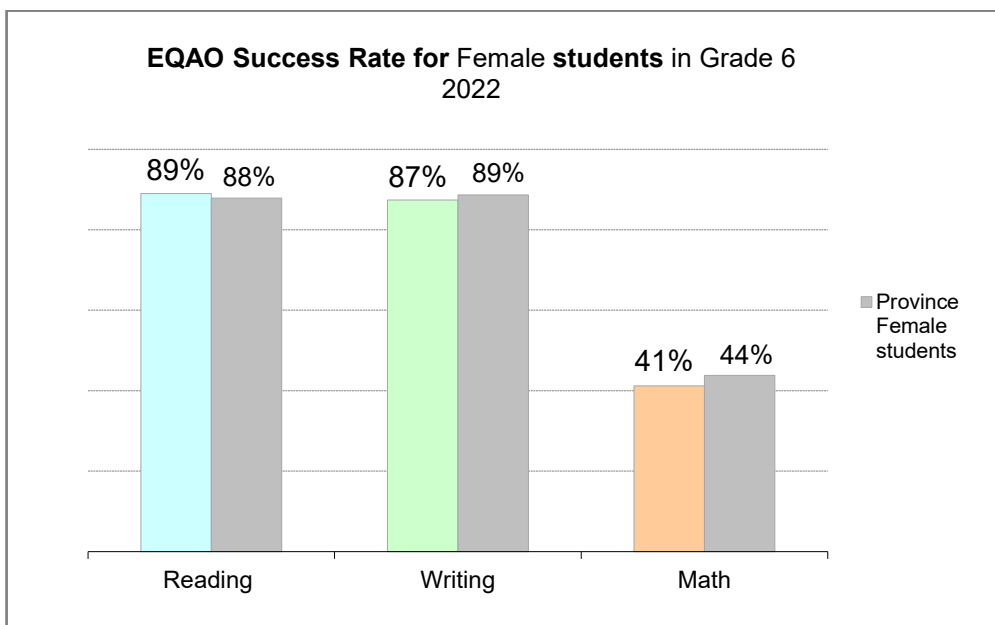
#### Junior Writing

- Of KPR students in Grade 6 who wrote the EQAO assessment in writing, 81% met or surpassed the provincial standard.

#### Junior Math

- 43% of KPR students met the provincial standard in the Grade 6 math assessment. This is 13% fewer successful students than the Grade 3 assessment (56%) this year.

## Junior Division (Grades 4-6) – Results by Gender

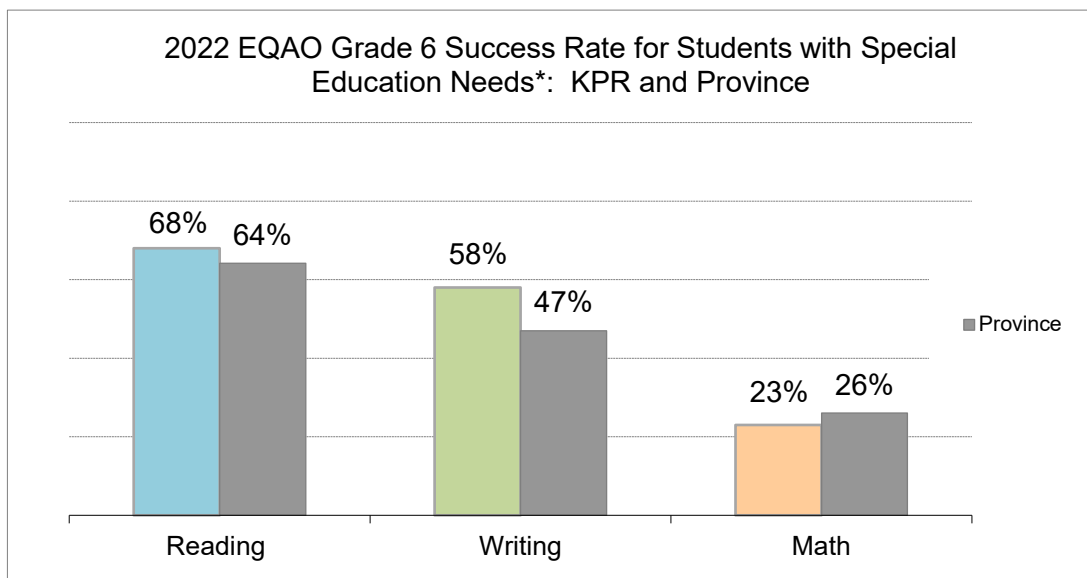


### Observations:

- In reading, both genders were about as likely to meet the provincial standard as their genders across the province.
- Male students had a 5% lower success rate in junior writing, compared to the province.
- In math, female students were 3% below the provincial success rate for female students. Male students at KPR were 6% less likely to be successful on the math assessment in Grade 6.

## Junior Division (Grades 4-6) - Results for Special Needs Students

\* Students with special education needs include students who have an Individual Education Plan (IEP) and who have been receiving special education programs and services. They may or may not have been formally identified by an Identification, Placement and Review Committee (IPRC). Students identified as gifted are not included in this analysis.



### Observations:

- Students with special education needs have a higher success rate in junior reading than students with special education needs in the province and a much higher success rate in writing (58% compared to 47%).
- In math, 3% fewer KPR students with special education needs met the standard than students with special education needs in the province.

**Kawartha Pine Ridge District School Board**

*Program Review Committee*

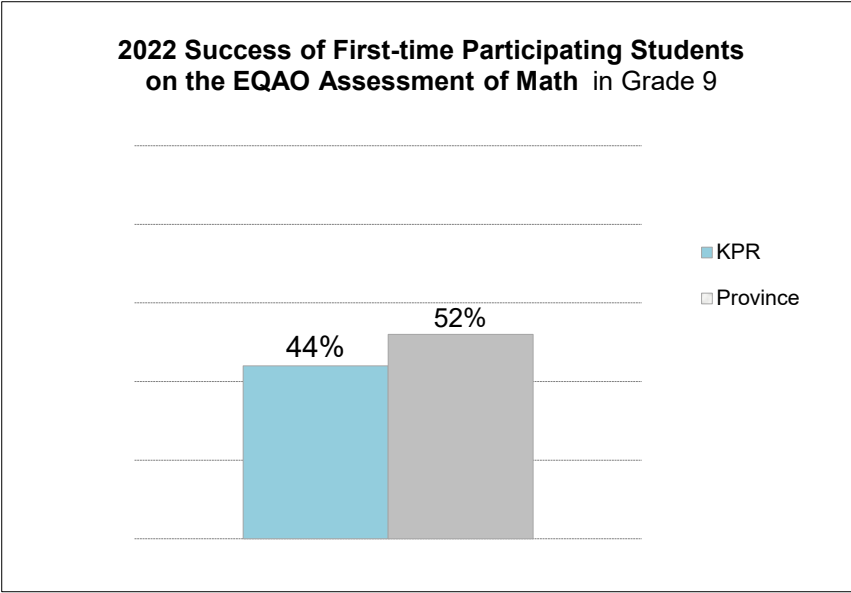
**Results from the EQAO Grade 9  
Assessment of Mathematics  
2022**



## Background

- In 2021-2022, the Grade 9 math test could be undertaken in either first semester or second semester.
- There was no Grade 9 EQAO assessment of math in the first semester of 2019-2020 due to a labour action (Fall 2019). Subsequently, EQAO paused the assessments across Ontario in spring 2020 and for the 2020-2021 school year due to the COVID-19 pandemic. Therefore, the 2021-2022 results in this report pertain to the first Grade 9 EQAO assessment since the 2018-2019 school year.
- Ministry of Education policy on Assessment and Evaluation states that “the primary purpose of assessment is to improve student learning”. EQAO assessment data is available for analysis by boards and schools in order to determine strategies to improve student learning in reading, writing and math skills.
- Students have been supported in their preparation for writing the Grade 9 assessment of mathematics through sustained activities at the classroom and school level.
- Students represented in the attached report for Grade 9 math were in the first cohort of the single math course for Grade 9 (de-streamed).
- Students in Grade 9 represented in this report pivoted between synchronous and asynchronous learning when they were in Grade 7 and Grade 8.
- For the 2021-2022 year, students completed the EQAO assessments online. EQAO required students to be physically present for the EQAO assessments. If students who were enrolled at Virtual High School (VHS) chose to write the EQAO assessment, they were accommodated in their home school for the length of the test.
- EQAO made several significant changes to the assessments in 2021-2022. They therefore note that 2022 results are a new baseline and not directly comparable to the last assessments in 2019. Therefore, ‘*percentage changes over time*’ are not part of the KPR reports this year, although they have been in the past.

# Results at a Glance



## Observations

- 40% of fully participating KPR students in Grade 9 math met the provincial standard, 8% higher than the province.

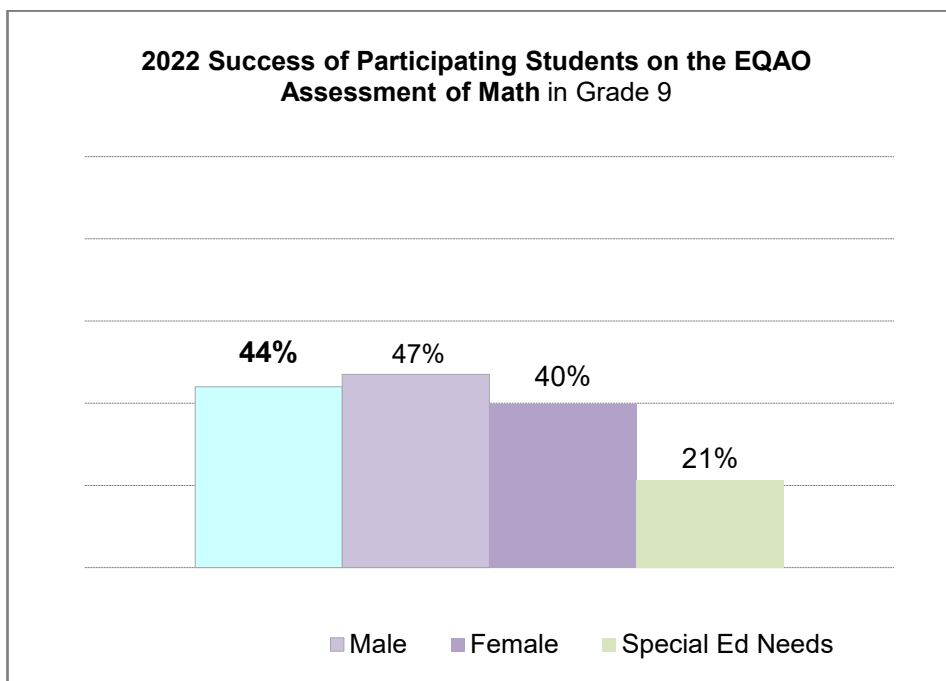
## Participation Rate

The participation rate for students was 96%. This means that 4% of KPR students did not complete the assessment due to absence or for medical or other reasons.

Exemptions are not permitted for the Grade 9 applied math assessment.

Grade 9 Assessment	Participation Rate	Percentage 'no data'
KPR	96%	4%
Province	95%	5%

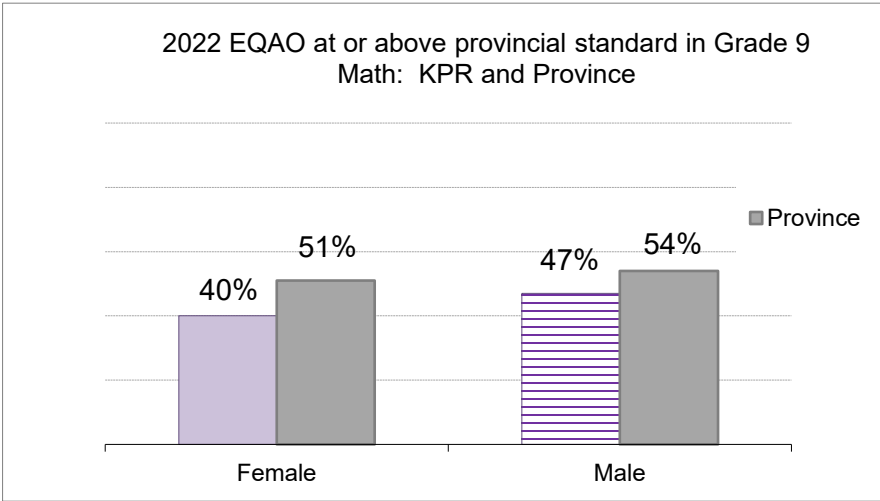
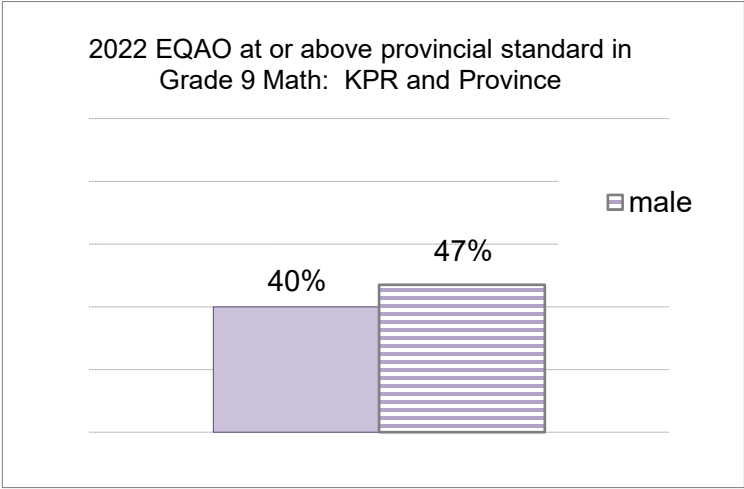
## 1.0 Results Overview



### Observations:

- All participating KPR students are shown in the blue bar, where 44% were successful on the Grade 9 math assessment.
- The success rate for female students in grade 9 math was 7% less than the success rate for male students.

2.0 Results by Gender



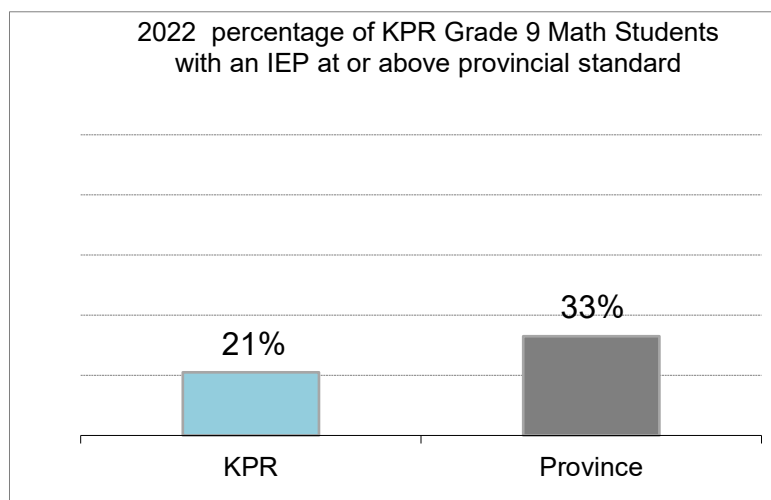
Observations:

- Students who are female were 11% less likely to be successful than female students in the Province. The success rate for male students was 7% less rate than the success rate for male students in the Province.



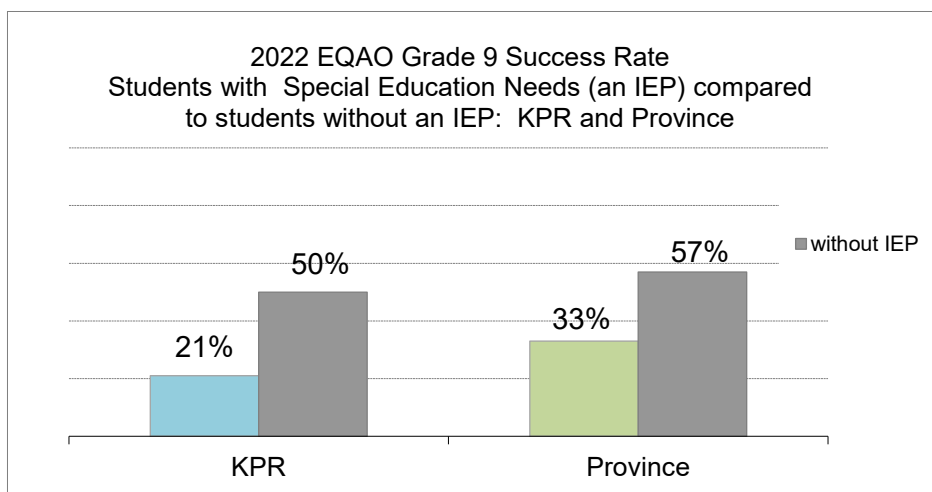
### 3.0 Results by Special Needs Designation

\* Students with special education needs include students who have an Individual Education Plan (IEP) and who have been receiving special education programs and services. They may or may not have been formally identified by an Identification, Placement and Review Committee (IPRC). Students identified as gifted are not included in this analysis.



#### Observations:

- Students with an IEP (excluding gifted) were less likely to achieve a level 3 or level 4 than students with an IEP in the province. There was a 12% difference.



#### Observations:

- This chart shows the gap between success rates in EQAO Grade 9 math of students with an IEP and students without an IEP, both at KPR (29%) and in the Province (24%).

**Kawartha Pine Ridge District School Board**

*Program Review Committee*

**Results from the Ontario Secondary School  
Literacy Test (OSSLT)  
2022**



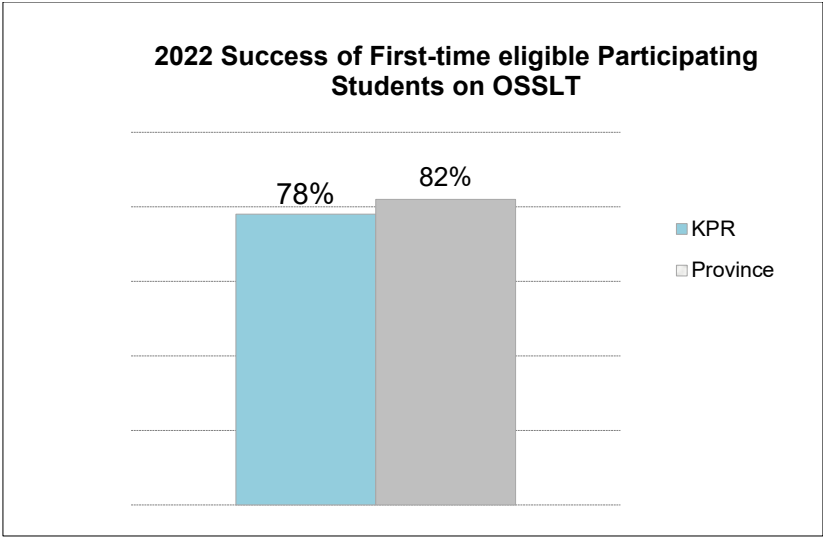
## Background

- The literacy diploma requirement can be met by successful completion of the Ontario Secondary School Literacy Test (OSSLT) or of the Ontario Secondary School Literacy Course (OSSLC).
- In 2021-2022, the OSSLT could be undertaken in either first semester or second semester.
- In the 2021-2022 school year, students who are working towards a secondary school diploma could write the test between mid-October and the beginning of December 2021, and/or between March 23 and June 24 2022. Last school year, if a student was unsuccessful in the fall, they could write the OSSLT again in the spring. If they were successful the second time, they are still considered first-time eligible.
- The OSSLT was also written by students who had entered secondary school earlier but had been unsuccessful on the test and who had not opted to take the OSSLC. These students are referred to as the Previously Eligible (PE) students. The background of the PE student population changes each year due to the difference in student entry-years and to eligibility for the OSSLC. Because of this, year-to-year comparisons are not advised for PE students.
- Ministry of Education policy on Assessment and Evaluation states that “the primary purpose of assessment is to improve student learning”. EQAO assessment data is available for analysis by boards and schools in order to determine strategies to improve student learning in reading and writing skills.
- Students have been supported in their preparation for writing the OSSLT through sustained activities at the classroom and school level.
- EQAO paused the assessments across Ontario in spring 2020 and for the 2020-2021 school year due to the COVID-19 pandemic. Therefore, the results in this report pertain to the first Grade 10 EQAO assessment since the 2018-2019 school year.
- The Ministry of Education waived the requirement for OSSLT or OSSLC for secondary school graduates in 2020, 2021 and 2022, the first three years of the pandemic. The secondary literacy requirement is back in place for the 2022-2023 school year.
- Information on success rates by gender, students with special needs, and by program enrolment (academic/applied/locally developed) is provided. Current enrolment of Grade 10 English Language Learner (ELL) students attending KPR is too low to be reported.
- Students in Grade 10 represented in this report pivoted between synchronous and asynchronous learning when they were in Grade 8 and Grade 9.
- For the 2021-2022 year, students completed the EQAO assessments online. EQAO required students to be physically present for the EQAO assessments. If students who were enrolled at Virtual High School (VHS) chose to write the EQAO assessment, they were accommodated in their home school for the length of the test.

- EQAO made several significant changes to the assessments in 2021-2022. They therefore note that 2022 results are a new baseline and not directly comparable to the last assessments in 2019. Therefore, 'percentage changes over time' are not part of the KPR reports this year, although they have been in the past.

Results at a Glance for First-time Eligible Students

The following chart represents information for participating students (excludes deferred and absent students).



Observations

- Seventy-eight percent of KPR first time eligible participating students were successful on the OSSLT, lower than the provincial success rate for fully participating applied and academic students combined.

Participation Rate

The participation rate \* for KPR Grade 10 students is outlined in the chart below and compared to the provincial participation rate.

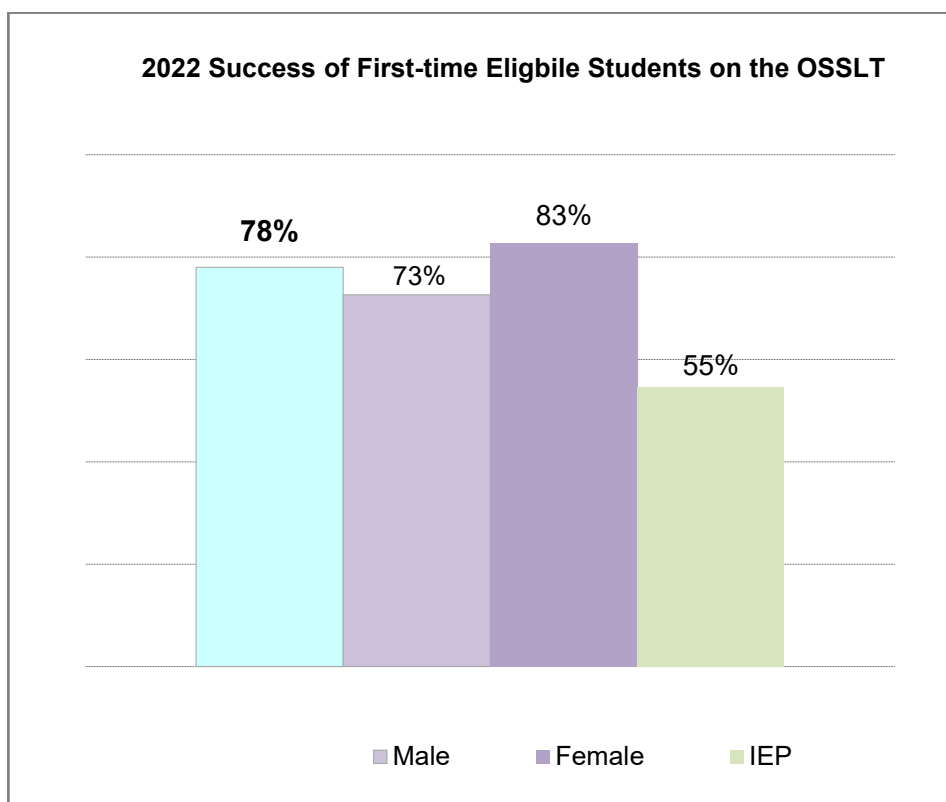
	Percentage Participating	Percentage deferred	Percentage absent
KPR	92%	0.5%	7%
Province	90%	1.9%	7%

\*Percentages may not add up to 100 due to rounding

Observations

The participation rate for the OSSLT was 2% higher than the provincial participation rate. The absence rate was the same for KPR and the Province.

## Results Overview

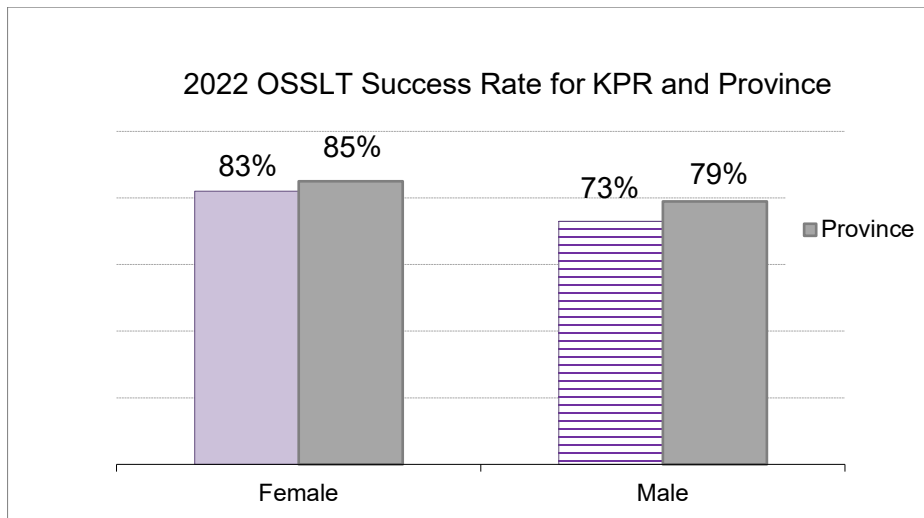


### Observations:

- All participating KPR students are shown in the blue bar, where 78% were successful on the secondary literacy assessment. Further information about student success by gender and by special education needs is provided in this report.
- Success rates for students in all types of Grade 10 English courses, combined: 9% fewer male students than female students at KPR demonstrated that they reached the provincial literacy standard.

## Results by Gender for First-time Eligible Students

### Observations:



### Observations:

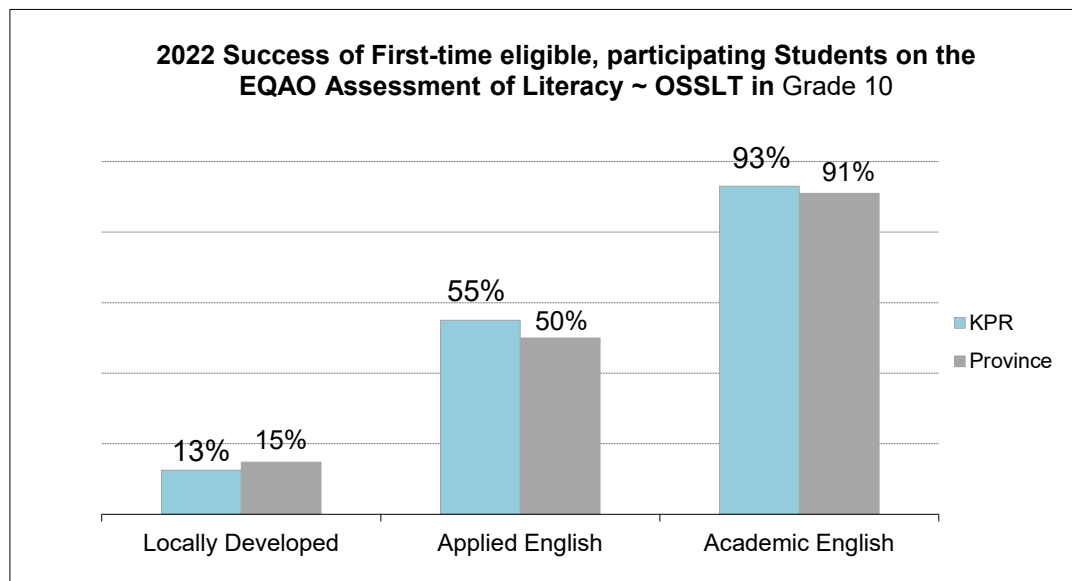
- KPR results for female students and male students were below the provincial success rates for the same genders.

## Results by Type of Grade 10 English Program

**Applied** courses focus on the essential concepts of the subject, develops student knowledge and skills by emphasizing practical, concrete applications of essential concepts of the course

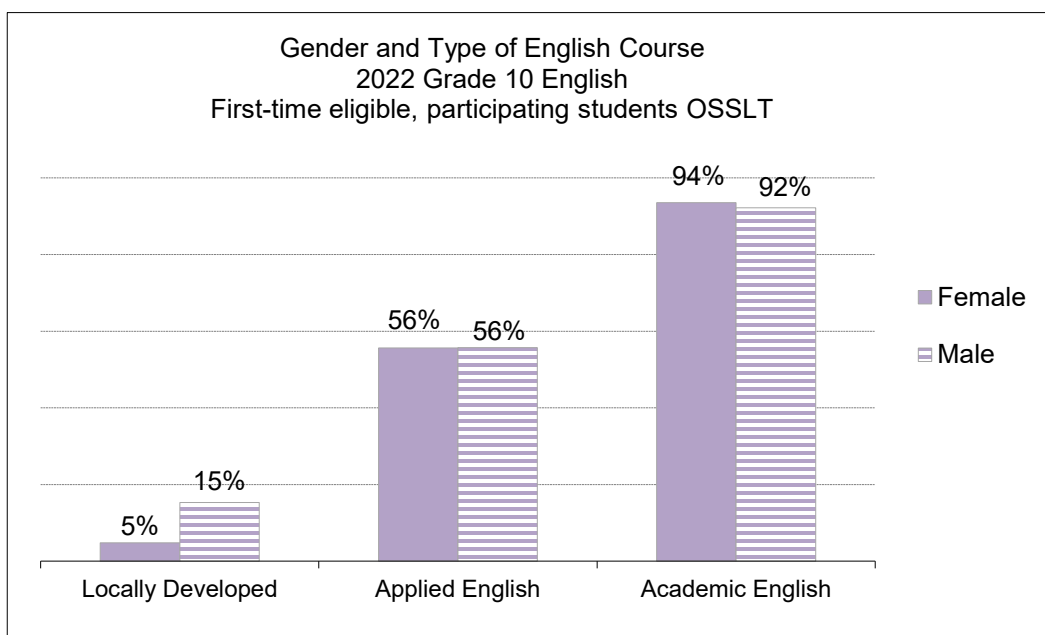
**Locally Developed courses** provide additional support to upgrade student's knowledge and skills to meet the compulsory credit requirements. The courses meet the educational needs for students who are not working at grade level

**Academic courses** focus on the essential concepts of a subject & explores related concepts. The courses develops the student's knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts of the course





## Results by Gender and Type of Grade 10 English Program



### Observations:

- The success rate for male and female students was the same in applied English. In academic English, female students were slightly more likely to achieve the provincial standard.

### Proportion of Students in each type of English Course

Enrolment distribution First Time Eligible by Program for KPR and the Province		
Type of English Course	2022	
	KPR	Province
Academic	63% (1,339)	82%
Applied	33% (693)	17%
Locally Developed	4% (80)	2%

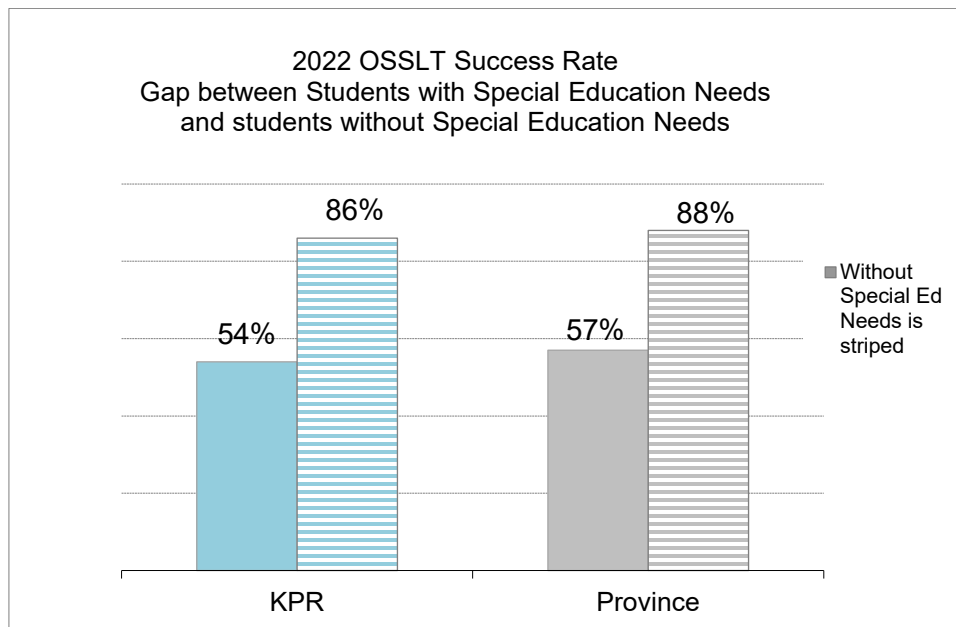
### Observations:

- KPR has a lower proportion of Grade 10 students enrolled in academic English (63%) than the province (82%).

## Results by Special Education Needs Designation for First Time Eligible Students

\*Students with special education needs (excluding gifted) at KPR were 3% less likely to achieve the provincial standard in secondary literacy than students with a special education needs in the Province.

### Observations:



### Observations:

- Students with special education needs (excluding gifted) at KPR were 3% less likely to achieve the provincial standard in secondary literacy than students with a special education needs in the Province.
- This chart shows the gap between success rates of students with special education needs on the OSSLT and the success rate of students without special education needs for both KPR and the Province.

**KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD**

**TO:** Program Review Committee

**TOPIC:** **2022-2023 Exams and Final Assessments**

**INITIATOR:** Drew McNaughton, Associate Director of Education

**BACKGROUND**

1. Due to the COVID-19 pandemic, over the past two years, Kawartha Pine Ridge District School Board (KPR) secondary schools implemented the quadmester system. This organizational structure brought about a change in assessment and evaluation practices, with the removal of traditional exam days, the introduction of credit completion days and an emphasis on course culminating activities.
2. With the return to the semester system in the 2022-2023 school year and scheduled final examination days within the 2022-2023 school year calendar, an emphasis on assessment and evaluation pedagogy and best practice is a focus within the Teaching and Learning K-12 department and our secondary schools.

**STATUS**

3. In early September, the Teaching and Learning K-12 department consulted with a principal focus group and an educator focus group (representing different subject specific areas) to determine guidelines for schools when creating final assessments, as well as some operational components. This information was provided to all secondary schools to help to support the shift to the semester system and the development and structure of final examinations and culminating tasks.
4. As a result of this collaboration, a number of overall considerations were determined for school teams to consider in the development of final exams and culminating tasks:
  - a focus will be placed on knowing the learners in your classroom when developing appropriate tasks and assessments
  - students will have a scaffolded approach to writing final assessments and culminating tasks from Grades 9 to 12 with explicit instruction and learning
  - schools will be mindful of student mental health and the number of final assessments and culminating tasks being completed at one time
  - all students in Grades 9 to 12 will attend on scheduled exam days, engaged in meaningful assessments and learning opportunities.
5. As a result of this collaboration, and in alignment with Growing Success, it was determined that for the 2022-2023 school year:

## Grade 9-10

- Grades 9 and 10 will have no formal examinations. Students will complete two or more culminating activities that are suitable to the course content and provide students with the best opportunity to demonstrate their learning and upgrade significant assessments. This could include two or more performance tasks, activities, written reports or essays, labs, etc.
- a minimum of two or more culminating activities will make up the final 30% of the final grade
- these tasks may be done in the final third of the course
- individual school teams may decide that students in Grades 9 and 10 will engage in a combination of an authentic task, a presentation, conferencing, a performance task, etc.
- if a final task is scheduled on the exam day, it may only be up to 10% (out of 30%) of the final grade.

## Grades 11-12

- Grades 11 and 12 students may participate in examinations
  - the final exam/task on the scheduled exam day will only be up to 10% (out of the 30%) of the final grade
  - the remaining 20% will consist of culminating activities such as an authentic task, a presentation, conferencing, a performance task, a lab etc.
  - these culminating activities may be done in the final third of the course.
6. Each educator for all students in Grades 9 to 12 will continue to determine a final grade based on their “professional judgment” and interpretation of evidence and should reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence” as stated in Growing Success (p. 39).

**RECOMMENDATION**

1. That the 2022-2023 Exams and Final Assessments report, dated November 29, 2022, be received for information.

Drew McNaughton  
Associate Director of Education

**KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD**

**TO:** Program Review Committee

**TOPIC:** **October 24, 2022 Professional Activity Day**

**INITIATOR:** Drew McNaughton, Associate Director of Education

**BACKGROUND**

1. Reflections and reports about the learning Kawartha Pine Ridge District School Board (KPR) staff engage in during Professional Activity (PA) days will be shared with the Program Review Committee throughout the 2022-2023 school year.
2. The PA days are aligned with Ontario's plan for learning recovery, with a focus on literacy and numeracy, equity and inclusion, preparing for future jobs (emphasis on skilled trades), and ensuring student safety, mental health and well-being.
3. The PA days on August 31 and September 1, 2022 included Ministry of Education mandated learning for elementary and secondary educators, as well as providing an opportunity for unpacking KPR's Board Action Plan. The learning included:

<b>Elementary</b>	<b>Secondary</b>
<ul style="list-style-type: none"><li>• Introduction to KPR's Board Action Plan</li><li>• STEM education: implementation of the elementary science and technology curriculum 2022</li><li>• early reading and mathematics</li><li>• special education and supporting students with disabilities</li><li>• knowing your learners</li><li>• student mental health and well-being</li><li>• completion of the Ontario College of Teachers sexual abuse prevention program.</li></ul>	<ul style="list-style-type: none"><li>• Introduction to KPR's Board Action Plan</li><li>• supporting de-streaming classrooms and connections to skilled trades and apprenticeships</li><li>• special education and supporting students with disabilities</li><li>• knowing your learners</li><li>• student mental health and well-being</li><li>• completion of the Ontario College of Teachers sexual abuse prevention program.</li></ul>

**STATUS**

4. The learning for the October 24, 2022 PA day was created centrally by the Teaching and Learning K-12, Equity, Diversity and Inclusion, Indigenous Education, and Safe, Caring and Restorative Schools departments. The material was reviewed with administrators at the Principal and Vice-principal meetings in September and October prior to the October 24 PA day.

5. The learning for both elementary and secondary educators included Ministry of Education mandated information, as well as school directed learning pathways. The professional learning included:

Topic	BAP Connection	Details
Anti-Sex Trafficking	SA-SL2 SA-SL3 SA-EC2	<ul style="list-style-type: none"> <li>The learning is based on Policy/Program Memorandum (PPM) 166: Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols and KPR's Administrative Regulation ES-1.1.13 Safe, Caring and Restorative Schools: Anti-Sex Trafficking and Anti-Sex Trafficking Guide.</li> <li>Topics included: <ul style="list-style-type: none"> <li>employee self-care and support</li> <li>key statistics</li> <li>setting the stage for a safe investigation</li> <li>administrative regulation and guide.</li> </ul> </li> </ul>
Guidelines on the Non-use of Racial and Other Epithets and Slurs	SA-SL1 SA-SL2	<ul style="list-style-type: none"> <li>The learning focused on: <ul style="list-style-type: none"> <li>deepening our understanding of microaggressions</li> <li>exploring KPR's Guidelines on the Non-Use of Racial and Other Epithets and Slurs</li> <li>examining a case study to develop strategies on how to address and respond to situations that cause harm.</li> </ul> </li> </ul>
School Directed Learning Pathways	SA-EL1 SA-EL2 SA-EL3 SA-SL2	<ul style="list-style-type: none"> <li>Based on feedback from school administrators, the school directed learning pathway options provided schools with an opportunity to extend their August 31 and September 1, 2022 PA day learning.</li> <li>Elementary educators extended their learning about STEM education, reading development K-8 and building understanding of number and operations.</li> <li>Secondary educators extended their learning about de-streaming, assessment and evaluation and the skilled trades.</li> </ul>

**RECOMMENDATION**

1. That the October 24, 2022 Professional Activity Day Report, dated, November 29, 2022, be received for information.

Drew McNaughton  
Associate Director of Education

**KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD**

**TO:** Program Review Committee

**TOPIC:** **Math Instructional Coaching**

**INITIATOR:** Drew McNaughton, Associate Director of Education

**BACKGROUND**

1. Kawartha Pine Ridge District School Board (KPR) has embraced the Instructional Coach model in various forms over the past decade as an impactful strategy impacting capacity building with educators and supporting student learning and achievement.
2. In an effort to support strong foundation for student achievement in numeracy, in January 2022, Embedded Numeracy Coaches were named at six schools from the existing staff. Embedded Coaches continued to have their existing roles for 0.5 of their schedule and assumed the coaching role in the remaining 0.5 FTE of their schedule.
3. As KPR navigated the staffing shortages, Numeracy Coaches returned to their previous full-time roles in March to allow for educators who had taken on the 0.5 FTE coverage to be available once again for occasional work.

**STATUS**

4. The Embedded Math Coach is a member of the school team that supports the implementation of the KPR Scope and Sequence: Mathematics and in September 2022, Embedded Math Coaches were identified in seven schools of various sizes, in three regions of the board funded through four-year Ministry math strategy funding.
5. As a part of KPR's Board Action Plan 2022-2023 the Embedded Coaches work alongside colleagues to provide effective instruction and assessment that is authentic, culturally relevant and responsive.
6. This fall, Embedded Coaches have participated in professional learning about the act of coaching and specifically the intentional skill development required to take a "coach approach" in their work alongside colleagues. This learning is ongoing and an important dimension of each of the professional learning meetings with coaches.



7. The Embedded Coaches work with consultants from the Teaching and Learning, K-12 department to leverage system level resources to improve the mathematics learning of all students by supporting educators to continue to develop their teaching of mathematics. Each numeracy consultant is connected to multiple coaches and liaisons regularly virtually and in person to “just in time” content and coach support and learning.
8. The focus of this learning is to deepen math content knowledge from the 2020 math curriculum, through the use of KPR’s Scope and Sequence, and effective instructional practice in junior classrooms.
9. Embedded Coaches work alongside colleagues daily in classrooms to support the learning of students, as well as to model, co-plan, co-teach and co-debrief student learning and intentional decisions about instruction.
10. Throughout the year, the Embedded Coach also works with the Principal to co-facilitate professional learning in divisions and staff meetings using resources and materials prepared by the Teaching and Learning K-12 department

#### RECOMMENDATION

1. That the Math Instructional Coaching report, dated November 29, 2022, be received for information.

Drew McNaughton  
Associate Director of Education