



A place where we all belong.

Special Education Advisory Committee Meeting - Minutes

Wednesday, January 22, 2025

PRESENT: Shannon Costello, The Cochrane District Social Services Administration Board
Ryley Reis, Canadian Mental Health Association
Paula Crotteau, Cochrane Temiskaming Children's Treatment Centre
Tara Ruel, Timmins Learning Centre
Ellen Renaud, North Eastern Ontario Family and Children's Services
Jessica Rocheleau, Kuuwanimano Child and Family Services
Stan Skalecki, Vice Chair & NCDSB Trustee
Colleen Landers, Chair & NCDSB Trustee
Daphne Brumwell, Superintendent of Education
Amber Smith-Come, School Principal St. Anne School
Catherine Hoven, Special Assignment Teacher
Katie Mundle, Special Assignment Teacher
Jean Ethier, Education Services Officer / Recorder

EXCUSED: Kim McEntee, Mental Health Supervisor
Ashley Rains, Community Living Timmins
Melanie Hannah, Misiway Milopemahtesewin Community Health Centre
Julia Spadetto-Forward, School Principal St Jerome School
Sabrina Belanger, Cochrane Temiskaming Resource Centre
Lisa Lamarche, Behavior & Autism Worker

Summary:

Colleen welcomed everyone to the meeting, and it commenced with a territory acknowledgment and prayer.

Approval of the agenda: Moved by Stan Skalecki and **SECONDED** by Ryley Reis
That the agenda be approved as presented. **CARRIED**

Approval of the minutes of November 20, 2024, meeting
Moved by Shannon Costello and **SECONDED** by Ryley Reis
That the minutes be approved and presented. **CARRIED**

Interim Special Incidence Portion (SIP) Funding Approach – Daphne Brumwell

Students with extraordinarily high special education needs are those receiving special education programs and services, who experience ongoing, sustained challenges in several interrelated areas (e.g., medical, physical, communicational, intellectual, social-emotional, and self-regulation among others). The challenges in these areas are intense, frequent, pose a health and/or safety risk of injury to self, and/or others, and are persistent within the school and across other environments. For this reason, students who demonstrate this defined set of complex high special education needs require intensive, daily additional resources and support. They may also be receiving intensive services from multiple sectors and/or professionals within the community. The level of support required is determined to be critical and essential, such that without it in place, it would not be possible for the student to attend school and access educational services. We submitted the names of 16 students for the June 2024 report and 47 for the October 31st, 2024, report.

Fall Data - Daphne Brumwell

The pandemic has had a lasting impact on student achievement, and the data presented highlights the extent to which students are at risk. While adjustments have been made to programming and additional support interventions have been implemented, significant gaps remain in reading, writing, and math. These gaps are gradually narrowing, but more work is still needed. Additionally, student attendance continues to be a critical factor in academic success. Daphne shared with the committee the tools being utilized to bridge gaps and enhance learning support. The presentation is available in the meeting minutes.

1. **Aimsweb + Literacy Screen**
2. **Lexia Reading CORE 5**
3. **Lexia Reading PowerUP**
4. **IXL Math**
5. **Grade 3 & 6 Common Math Assessment**
6. **Attendance Data**

Agency Reports

Timmins Learning Centre

The centre offers a tutoring service for children – homework club designed for student in Grade 1 to 8 who face difficulty in school with reading, writing and math. This is a fee for service program.

Date of the Next Meeting – February 19, 2025, at 11:45 a.m.

Other Business – The MACSE collaboration template, focused on special education needs, was shared with the committee. Agency partners were invited to provide feedback to Daphne or Jean before the February 17 submission deadline. Daphne and Colleen will also meet to discuss and finalize the template.

Adjournment - Moved By: S. Skalecki That the meeting be adjourned at 12:59 p.m. CARRIED



Northeastern
Catholic District
SCHOOL BOARD

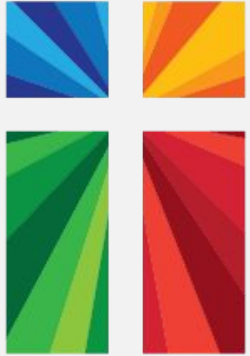


Catholic Education Makes the Difference.

Achievement Data Update

January 2025





Introduction

- We continue to experience the disruptive impact of the pandemic on student achievement outcomes.
- The data presented today helps understand the degree to which students are at-risk; this data has been indispensable when making decisions about support.
- We have adjusted programming approaches and increased intervention supports, yet we continue to see significant gaps for the majority of students in reading, writing, and math. These gaps are being minimized each year, however, there is still more work to be done.
- Attendance continues to play a significant role in student achievement.

Aimsweb+ Literacy Screen

Fall 2024

K-1 Early Literacy Screen Year Over Year

| | K Early Literacy Screen | | | Gr. 1 Early Literacy Screen | | |
|--------------|-------------------------|-------|-------|-----------------------------|-------|-------|
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 90-99th %ile | 1.8 | 10.3 | 2.2 | 1.1 | 4.3 | 2.8 |
| 75-89th %ile | 7.7 | 11.2 | 11.1 | 5.1 | 5 | 4.7 |
| 26-74th %ile | 42.6 | 39.7 | 48.9 | 3.4 | 10.6 | 14 |
| 11-25th %ile | 23.1 | 19.8 | 15.6 | 5.1 | 6.4 | 5.6 |
| 1-10th %ile | 24.9 | 19 | 22.2 | 85.4 | 73.8 | 72.9 |

K-1 Early Literacy Screen Cohort Data

| | Early Literacy Screen | | Early Literacy Screen | |
|--------------|-----------------------|-------------|-----------------------|-------------|
| | K 22-23 | Gr. 1 23-24 | K 23-24 | Gr. 1 24-25 |
| 90-99th %ile | 1.8 | 4.3 | 10.3 | 2.8 |
| 75-89th %ile | 7.7 | 5 | 11.2 | 4.7 |
| 26-74th %ile | 42.6 | 10.6 | 39.7 | 14 |
| 11-25th %ile | 23.1 | 6.4 | 19.8 | 5.6 |
| 1-10th %ile | 24.9 | 73.8 | 19 | 72.9 |

There is a big jump from K to Grade 1 on the tasks that are part of the screening tools.

Oral Reading Fluency Screen Year Over Year

| | Gr. 1 ORF | | | Gr. 2 ORF | | | | Gr. 3 ORF | | | Gr. 4 ORF | | |
|--------------|-----------|-------|-------|-----------|-------|-------|--------------|-----------|-------|-------|-----------|-------|-------|
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 90-99th %ile | 1.1 | 4.3 | 2.8 | 0.7 | 1.1 | 4.8 | 90-99th %ile | 1.9 | 2.2 | 1.4 | 0.5 | 2.2 | 2.1 |
| 75-89th %ile | 5.1 | 5 | 4.7 | 2.1 | 1.1 | 3.4 | 75-89th %ile | 2.8 | 2.2 | 0.5 | 1 | 3.5 | 5.7 |
| 26-74th %ile | 3.4 | 10.6 | 14 | 15.1 | 21.5 | 18.5 | 26-74th %ile | 25.9 | 19.7 | 30.3 | 23.9 | 28.6 | 24 |
| 11-25th %ile | 5.1 | 6.4 | 5.6 | 14.4 | 11.3 | 14.4 | 11-25th %ile | 15.1 | 13.7 | 7.7 | 15.7 | 18.5 | 10.9 |
| 1-10th %ile | 85.4 | 73.8 | 72.9 | 67.8 | 65 | 58.9 | 1-10th %ile | 54.2 | 63.2 | 60.2 | 58.9 | 47.1 | 57.3 |

| | Gr. 5 ORF | | | Gr. 6 ORF | | | | Gr. 7 ORF | | | Gr. 8 ORF | | |
|--------------|-----------|-------|-------|-----------|-------|-------|--------------|-----------|-------|-------|-----------|-------|-------|
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 90-99th %ile | 0 | 1.9 | 1.7 | 0.9 | 0 | 2.4 | 90-99th %ile | 0.6 | 0.9 | 1 | 0 | 0 | 1.9 |
| 75-89th %ile | 4.5 | 1.9 | 5.1 | 0.9 | 1.3 | 1.9 | 75-89th %ile | 2.3 | 2.3 | 4 | 3.6 | 5 | 5.3 |
| 26-74th %ile | 34.3 | 24.4 | 36.8 | 31.2 | 34.1 | 29.9 | 26-74th %ile | 37.4 | 41.9 | 41.1 | 29.7 | 30.7 | 45.7 |
| 11-25th %ile | 17.2 | 25.4 | 20.5 | 28.1 | 24.5 | 24.6 | 11-25th %ile | 14.4 | 23 | 19.8 | 32.3 | 23.5 | 23.1 |
| 1-10th %ile | 43.9 | 46.4 | 35.9 | 38.9 | 40.2 | 41.2 | 1-10th %ile | 45.4 | 31.8 | 34.2 | 34.4 | 40.8 | 24 |

Oral Reading Fluency Screen Cohort Data

| | ORF | | | ORF | | | ORF | | |
|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | Gr. 1 22-23 | Gr. 2 23-24 | Gr. 3 24-25 | Gr. 2 22-23 | Gr. 3 23-24 | Gr. 4 24-25 | Gr. 3 22-23 | Gr. 4 23-24 | Gr. 5 24-25 |
| 90-99th %ile | 1.1 | 1.1 | 1.4 | 0.7 | 2.2 | 2.1 | 1.9 | 2.2 | 1.7 |
| 75-89th %ile | 5.1 | 1.1 | 0.5 | 2.1 | 2.2 | 5.7 | 2.8 | 3.5 | 5.1 |
| 26-74th %ile | 3.4 | 21.5 | 30.3 | 15.1 | 19.7 | 24 | 25.9 | 28.6 | 38.8 |
| 11-25th %ile | 5.1 | 11.3 | 7.7 | 14.4 | 13.7 | 10.9 | 15.1 | 18.5 | 20.5 |
| 1-10th %ile | 85.4 | 65 | 60.2 | 67.8 | 63.2 | 57.3 | 54.2 | 47.1 | 35.9 |

| | ORF | | | ORF | | | ORF | | | ORF | |
|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | Gr. 4 22-23 | Gr. 5 23-24 | Gr. 6 24-25 | Gr. 5 22-23 | Gr. 6 23-24 | Gr. 7 24-25 | Gr. 6 22-23 | Gr. 7 23-24 | Gr. 8 24-25 | Gr. 7 22-23 | Gr. 8 23-24 |
| 90-99th %ile | 0.5 | 1.9 | 2.4 | 0 | 0 | 1 | 0.9 | 0.9 | 1.9 | 0.6 | 0 |
| 75-89th %ile | 1 | 1.9 | 1.9 | 4.5 | 1.3 | 4 | 0.9 | 2.3 | 5.3 | 2.3 | 5 |
| 26-74th %ile | 23.9 | 24.4 | 29.9 | 34.3 | 34.1 | 41.1 | 31.2 | 41.9 | 45.7 | 37.4 | 30.7 |
| 11-25th %ile | 15.7 | 25.4 | 24.6 | 17.2 | 24.5 | 19.8 | 28.1 | 23 | 23.1 | 14.4 | 23.5 |
| 1-10th %ile | 58.9 | 46.4 | 41.2 | 43.9 | 40.2 | 34.2 | 38.9 | 31.8 | 24 | 45.4 | 40.8 |

Analyzing Aimswest+ Data

Supported Data
Talks & Creation of
Intervention and RT
Groups

| Grade 1: FALL 2024 | | |
|---|--|---|
| Letter Word Sound Fluency (K) | Letter Naming Fluency (K) | Phoneme Segmentation (K) |
| Criteria: 25th %ile or lower AND/OR Accuracy Rate lower than 50% Maximum Score is 75 | Criteria: Score of 35 or lower AND/OR Accuracy Rate lower than 50% Maximum Score is 100 | Criteria: 25th %ile or lower AND/OR Score of 38 or lower Maximum Score is 49 |
| List Name, %ile & Accuracy | List Name, Score & Accuracy | List Name, %ile & Score |
| | | |
| Word Reading Fluency (1) | Auditory Vocabulary (K) | Oral Reading Fluency Benchmark |
| Criteria: 25th %ile or lower AND/OR Score of 15 or lower Maximum Score is 59 | Criteria: 25th %ile or lower Maximum Score is 25 | Criteria: 25th%ile or Lower Maximum Score is dependent on grade & season |
| List Name, %ile & Score | List Name, %ile & Accuracy | List Name & %ile |
| | | |
| Oral Reading Fluency Benchmark | Nonsense Word Fluency (1) | Initial Sounds (K) |
| Accuracy Rate lower than 90% Maximum Score is dependent on grade & season | Criteria: 25th %ile or lower Maximum Score is 218-220 depending on the grade & season | Criteria: 25th %ile or lower Maximum Score is 12 |
| List Name, %ile, & Accuracy | List Name, %ile & Accuracy | List Name, %ile & Accuracy |
| | | |
| Observations/Things to Note | | |

PERCENTAGE OF STUDENTS: CROSS SECTION OF ACCURACY AND %ILE RANK ON THE ORF

| Colour Coding | CRITERIA | Gr. 1 | Gr. 2 | Gr. 3 | Gr. 4 | Gr. 5 | Gr. 6 | Gr. 7 | Gr. 8 | Instructional Need |
|---------------|---|-------|-------|-------|-------|-------|-------|-------|-------|--|
| Red/Red | 85% or less accuracy 11th %ile or less | 71.7 | 57.8 | 53.4 | 26.4 | 12.0 | 11.0 | 10.6 | 2.4 | Decoding & Fluency Work at SLA Level Text |
| Red/Orange | 85% or less accuracy between 11-25th ile | 5.7 | 8.8 | 0.5 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | Decoding & Fluency Work at SLA Level Text |
| Red/Green | 85% or less accuracy 26th or higher %ile | 2.8 | 0.0 | 0.9 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | Decoding & Fluency with Benchmark Level Text |
| Orange/Red | 86-94% accuracy 11th %ile or less | 0.9 | 2.0 | 6.8 | 21.2 | 17.2 | 12.9 | 15.2 | 4.8 | May need decoding - do Gr. 2+ Nonsense Words; Fluency at SLA Level Text if working on decoding; Use Benchmark level text if not. |
| Orange/Orange | 86-94% accuracy between 11-25th %ile | 0.0 | 4.1 | 5.9 | 2.6 | 1.7 | 1.4 | 1.5 | 0.0 | May need decoding - do Gr. 2+ Nonsense Words; Fluency at SLA Level Text if working on decoding; Use Benchmark level text if not. |
| Orange/Green | 86-94% accuracy 26th or higher %ile | 11.3 | 8.2 | 7.7 | 1.6 | 0.9 | 0.0 | 0.5 | 0.5 | May need decoding - do Gr. 2+ Nonsense Words; Fluency with Benchmark level text. |
| Green/Red | 95% or higher accuracy 11th %ile or less | 0.0 | 0.7 | 0.0 | 9.8 | 6.4 | 17.6 | 9.1 | 16.9 | Fluency with Benchmark Level Text |
| Green/Orange | 95% or higher accuracy between 11-25 %ile | 0.0 | 0.0 | 1.4 | 8.3 | 18.9 | 22.9 | 17.7 | 22.7 | Fluency with Benchmark Level Text |
| Green/Green | 26th or higher %ile between 11-25 %ile | 7.5 | 18.4 | 23.5 | 30.1 | 42.9 | 34.3 | 45.5 | 52.7 | Fluency with Benchmark Level Text |

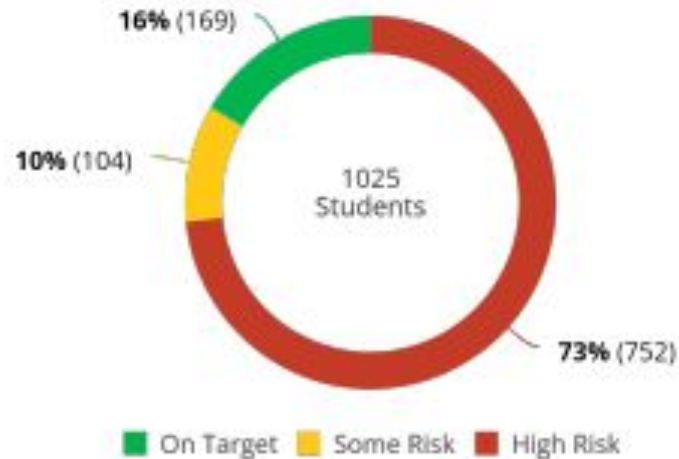
***Use the data on your school spreadsheet to identify where each student falls. We are most concerned about providing intervention to students in the red on the chart above. Students in the orange and green should improve through fluency practice in the classroom.**

Lexia Reading CORE 5

Performance Predictor

Performance Predictors: Jan 1, 2025

Likelihood of meeting end-of-year, grade-level benchmark.



Performance During: Dec 1-31, 2024

Next Update: Feb 1, 2025

This School Year



Student Performance by School

| School Name | Total Students with Predictors | On Target (%) | Some Risk (%) | High Risk (%) |
|-------------|--------------------------------|---------------|---------------|---------------|
| AWCH | 58 | 21 | 22 | 57 |
| BBMO | 45 | 9 | 2 | 89 |
| ECCS | 138 | 29 | 20 | 51 |
| HFEN | 84 | 25 | 15 | 60 |
| SPCO | 86 | 17 | 17 | 65 |
| SPKP | 85 | 7 | 7 | 86 |

| School Name | Total Students with Predictors | On Target (%) | Some Risk (%) | High Risk (%) |
|-------------|--------------------------------|---------------|---------------|---------------|
| OICS | 58 | 12 | 7 | 81 |
| PFES | 142 | 10 | 5 | 85 |
| SAIF | 70 | 19 | 4 | 77 |
| SHKL | 87 | 9 | 2 | 89 |
| SJKL | 100 | 11 | 7 | 82 |
| SJTM | 69 | 25 | 7 | 68 |

Note: Students are in FDK-Gr. 5 in most instances. However, some students are in Grade 6 who have not yet finished Core5.

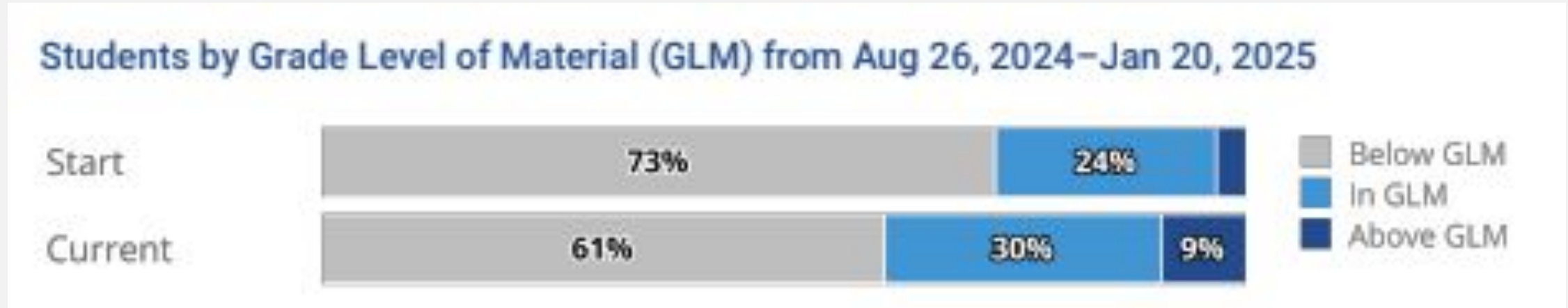
Student Performance by Grade

| Grade | Total Students with Predictors | On Target (%) | Some Risk (%) | High Risk (%) |
|--------------|--------------------------------|---------------|---------------|---------------|
| PreK | 35 | 71 | 6 | 23 |
| Kindergarten | 87 | 17 | 26 | 56 |
| 1st Grade | 126 | 16 | 13 | 71 |
| 2nd Grade | 150 | 17 | 11 | 72 |

| Grade | Total Students with Predictors | On Target (%) | Some Risk (%) | High Risk (%) |
|-----------|--------------------------------|---------------|---------------|---------------|
| 3rd Grade | 226 | 20 | 7 | 73 |
| 4th Grade | 183 | 7 | 6 | 87 |
| 5th Grade | 218 | 11 | 10 | 79 |

Note: Students are in FDK-Gr. 5 in most instances. However, some students are in Grade 6 who have not yet finished Core5.

Progress Over Time



Note: Students are in FDK–Gr. 5 in most instances. However, some students are in Grade 6 who have not yet finished Core5.

Progress Over Time by Grade

1042 Students | 13% moved into In or Above GLM

Grade Progress Data

| Grade | Students | Start Below | % | Start In | % | Start Above | % | Current Below | % | Current In | % | Current Above | % | % Moved to In/Above | % Met Usage |
|--------------|----------|-------------|----|----------|----|-------------|---|---------------|----|------------|----|---------------|----|---------------------|-------------|
| PreK | 66 | 0 | 0 | 63 | 95 | 3 | 4 | 0 | 0 | 52 | 78 | 14 | 21 | 0 | 89 |
| Kindergarten | 81 | 29 | 35 | 51 | 62 | 1 | 1 | 16 | 19 | 59 | 72 | 6 | 7 | 16 | 30 |
| 1st Grade | 119 | 84 | 70 | 33 | 27 | 2 | 1 | 55 | 46 | 54 | 45 | 10 | 8 | 24 | 55 |
| 2nd Grade | 146 | 124 | 84 | 17 | 11 | 5 | 3 | 98 | 67 | 32 | 21 | 16 | 10 | 18 | 54 |
| 3rd Grade | 229 | 189 | 82 | 31 | 13 | 9 | 3 | 165 | 72 | 41 | 17 | 23 | 10 | 10 | 45 |
| 4th Grade | 184 | 160 | 86 | 21 | 11 | 3 | 1 | 143 | 77 | 29 | 15 | 12 | 6 | 9 | 38 |
| 5th Grade | 217 | 179 | 82 | 38 | 17 | 0 | 0 | 155 | 71 | 48 | 22 | 14 | 6 | 11 | 53 |

Note: Students are in FDK-Gr. 5 in most instances. However, some students are in Grade 6 who have not yet finished Core5.

Progress Over Time by School

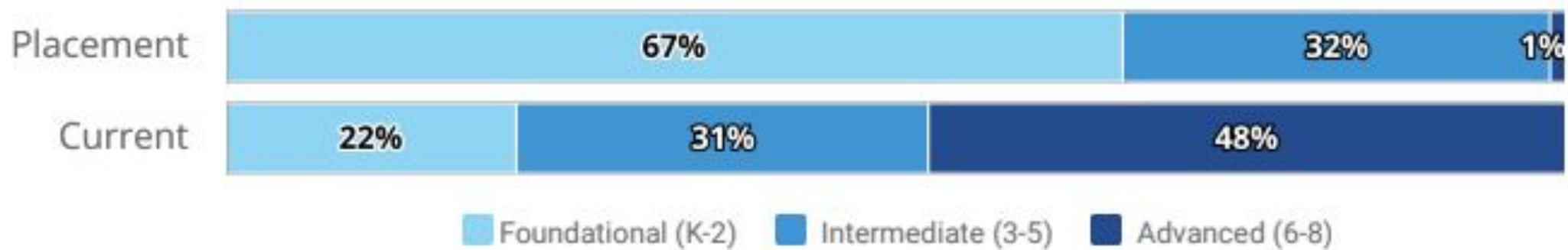
| School Name | Students | Start Below | % | Start In | % | Start Above | % | Current Below | % | Current In | % | Current Above | % | % Moved to In/Above | % Met Usage |
|-------------|----------|-------------|----|----------|----|-------------|---|---------------|----|------------|----|---------------|----|---------------------|-------------|
| AWCH | 68 | 37 | 54 | 29 | 42 | 2 | 2 | 28 | 41 | 34 | 50 | 6 | 8 | 13 | 63 |
| BBMO | 37 | 34 | 91 | 3 | 8 | 0 | 0 | 32 | 86 | 4 | 10 | 1 | 2 | 5 | 32 |
| ECCS | 154 | 80 | 51 | 69 | 44 | 5 | 3 | 47 | 30 | 81 | 52 | 26 | 16 | 21 | 82 |
| HFEN | 85 | 54 | 63 | 25 | 29 | 6 | 7 | 35 | 41 | 40 | 47 | 10 | 11 | 22 | 68 |
| OICS | 57 | 47 | 82 | 10 | 17 | 0 | 0 | 41 | 71 | 13 | 22 | 3 | 5 | 11 | 54 |
| PFES | 123 | 108 | 87 | 12 | 9 | 3 | 2 | 94 | 76 | 18 | 14 | 11 | 8 | 11 | 26 |
| SAIF | 69 | 58 | 84 | 11 | 15 | 0 | 0 | 50 | 72 | 16 | 23 | 3 | 4 | 12 | 55 |
| SHKL | 87 | 82 | 94 | 4 | 4 | 1 | 1 | 74 | 85 | 6 | 6 | 7 | 8 | 9 | 57 |
| SJKL | 114 | 90 | 78 | 23 | 20 | 1 | 0 | 78 | 68 | 32 | 28 | 4 | 3 | 11 | 30 |
| SJTM | 70 | 47 | 67 | 21 | 30 | 2 | 2 | 40 | 57 | 21 | 30 | 9 | 12 | 10 | 34 |
| SPCO | 86 | 53 | 61 | 31 | 36 | 2 | 2 | 41 | 47 | 34 | 39 | 11 | 12 | 14 | 56 |
| SPKP | 90 | 74 | 82 | 15 | 16 | 1 | 1 | 71 | 78 | 16 | 17 | 3 | 3 | 3 | 17 |

Lexia Reading PowerUp

PowerUp Progress Over Time: Word Study

Student Skill Status in Word Study | Students with Any Usage

As of Jan 20, 2025



513 Students | 47% moved into Intermediate or Advanced

PowerUp Progress Over Time: Word Study

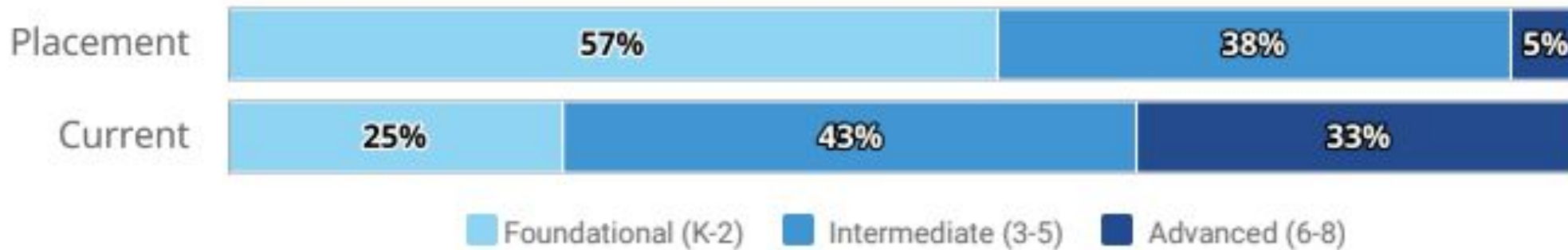
| School | Students | Instructional Zone | | | | Movement into Intermediate or Advanced |
|--------|----------|--------------------|--------------|----------|------------------------------|--|
| | | Foundational | Intermediate | Advanced | (Placement) (Current) | |
| AWCH | 37 | 68% | 32% | 0% | (Placement) 16% (Current) | 51% |
| BBMO | 15 | 100% | 0% | 0% | (Placement) 53% (Current) | 47% |
| ECCS | 68 | 59% | 40% | 1% | (Placement) 16% (Current) | 49% |
| HFEN | 24 | 58% | 38% | 4% | (Placement) 17% (Current) | 46% |
| OICS | 170 | 73% | 25% | 2% | (Placement) 16% (Current) | 57% |
| PFES | 3 | 33% | 67% | 0% | (Placement) 0% (Current) | 33% |

| School | Students | Instructional Zone | | | | Movement into Intermediate or Advanced |
|--------|----------|--------------------|--------------|----------|------------------------------|--|
| | | Foundational | Intermediate | Advanced | (Placement) (Current) | |
| SAIF | 48 | 56% | 44% | 0% | (Placement) 17% (Current) | 54% |
| SHKL | 69 | 61% | 39% | 0% | (Placement) 16% (Current) | 52% |
| SPCO | 34 | 74% | 26% | 0% | (Placement) 42% (Current) | 32% |
| SPKP | 38 | 66% | 34% | 0% | (Placement) 53% (Current) | 26% |
| SJTM | 7 | 43% | 57% | 0% | (Placement) 14% (Current) | 29% |

PowerUp Progress Over Time: Grammar

Student Skill Status in Grammar | Students with Any Usage

As of Jan 20, 2025



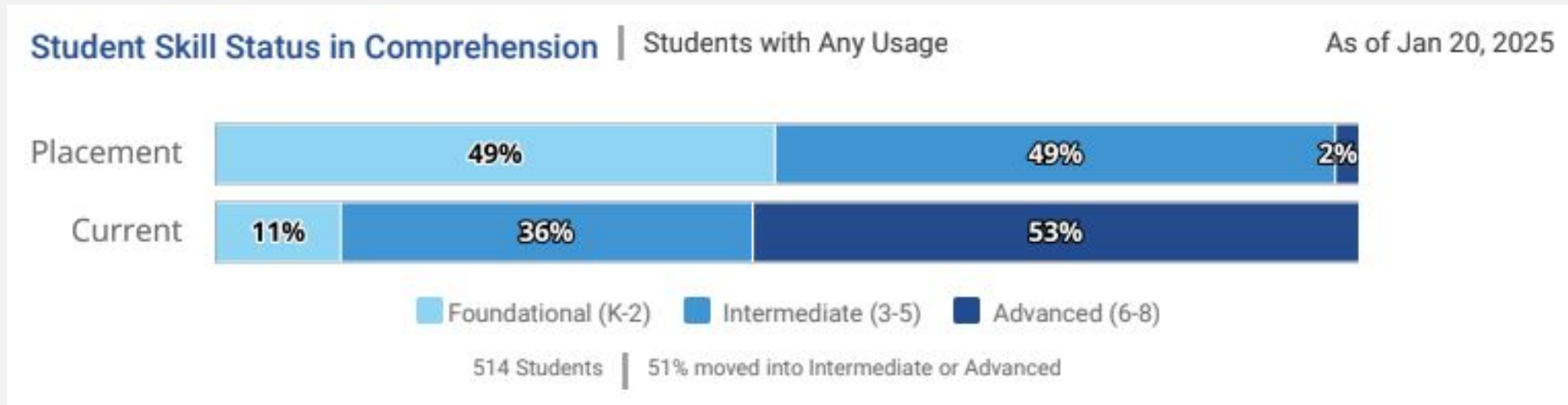
513 Students | 33% moved into Intermediate or Advanced

PowerUp Progress Over Time: Grammar

| School | Students | Instructional Zone | | | | Movement into Intermediate or Advanced |
|--------|----------|--------------------|--------------|----------|------------------------------|--|
| | | Foundational | Intermediate | Advanced | (Placement) (Current) | |
| AWCH | 37 | 68% | 32% | 0% | (Placement) 32% (Current) | 38% |
| BBMO | 15 | 93% | 7% | 0% | (Placement) 60% (Current) | 33% |
| ECCS | 68 | 62% | 34% | 4% | (Placement) 21% (Current) | 41% |
| HFEN | 24 | 33% | 59% | 8% | (Placement) 21% (Current) | 42% |
| OICS | 170 | 56% | 40% | 4% | (Placement) 22% (Current) | 34% |
| PFES | 3 | 0% | 33% | 67% | (Placement) 0% (Current) | 0% |

| School | Students | Instructional Zone | | | | Movement into Intermediate or Advanced |
|--------|----------|--------------------|--------------|----------|------------------------------|--|
| | | Foundational | Intermediate | Advanced | (Placement) (Current) | |
| SAIF | 48 | 54% | 40% | 6% | (Placement) 17% (Current) | 38% |
| SHKL | 69 | 59% | 32% | 9% | (Placement) 20% (Current) | 39% |
| SPCO | 34 | 56% | 44% | 0% | (Placement) 21% (Current) | 35% |
| SPKP | 38 | 60% | 37% | 3% | (Placement) 53% (Current) | 16% |
| SJTM | 7 | 14% | 86% | 0% | (Placement) 0% (Current) | 14% |

PowerUp Progress Over Time: Comprehension



PowerUp Progress Over Time: Comprehension

| School | Students | Instructional Zone | | | | Movement into Intermediate or Advanced |
|--------|----------|--------------------|--------------|-----------|--------------------------|--|
| | | Foundational | Intermediate | Advanced | (Placement) (Current) | |
| AWCH | 37 | 57% 3% | 43% 38% | 0% 59% | (Placement) (Current) | 59% |
| BBMO | 15 | 73% 40% | 27% 33% | 0% 27% | (Placement) (Current) | 33% |
| ECCS | 68 | 57% 12% | 40% 26% | 3% 62% | (Placement) (Current) | 59% |
| HFEN | 24 | 38% 4% | 62% 46% | 0% 50% | (Placement) (Current) | 50% |
| OICS | 170 | 49% 10% | 50% 36% | 1% 54% | (Placement) (Current) | 54% |
| PFES | 3 | 33% 0% | 67% 100% | 0% 0% | (Placement) (Current) | 33% |

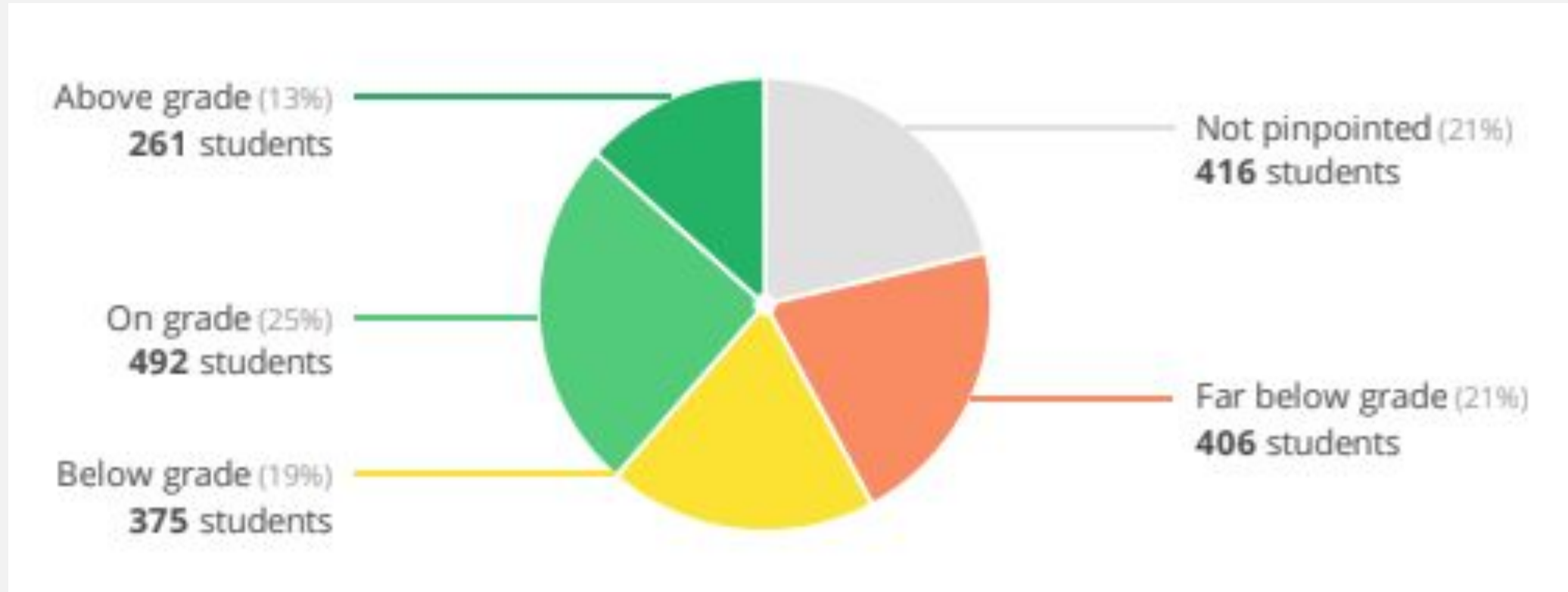
| School | Students | Instructional Zone | | | | Movement into Intermediate or Advanced |
|--------|----------|--------------------|--------------|-----------|--------------------------|--|
| | | Foundational | Intermediate | Advanced | (Placement) (Current) | |
| SAIF | 48 | 44% 8% | 52% 40% | 4% 52% | (Placement) (Current) | 48% |
| SHKL | 69 | 43% 9% | 53% 30% | 4% 61% | (Placement) (Current) | 57% |
| SPCO | 34 | 68% 12% | 32% 38% | 0% 50% | (Placement) (Current) | 56% |
| SPKP | 39 | 28% 21% | 69% 46% | 3% 33% | (Placement) (Current) | 31% |
| SJTM | 7 | 43% 29% | 57% 42% | 0% 29% | (Placement) (Current) | 29% |

Summary

- Total months of growth in Core 5 = 5016.4, which is an average of 4 months per student. Some students have little progress, however there are many with over 10 months of progress, which is a full year. Highest was 23 months – that’s almost 3 years!!
- Many Kindergarten Year 1 and Year 2 students have no data to report. We need to follow up on this.
- A total of 31 students have completed Core 5 this year (range grade 3-6)
- A total of 53 students have completed PowerUp this year
- 106 students in total have completed PowerUp (range grade 5 to 8)

IXL Math

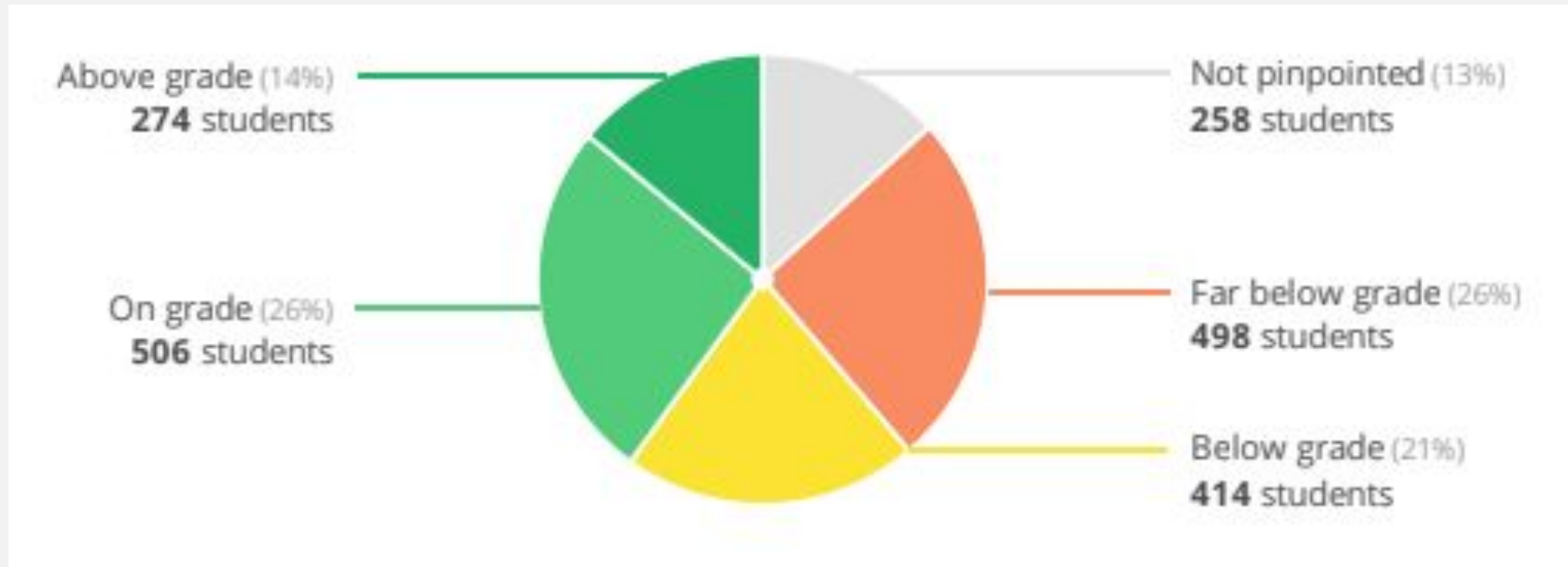
Progress to Date for FDK to Gr. 8 Overall



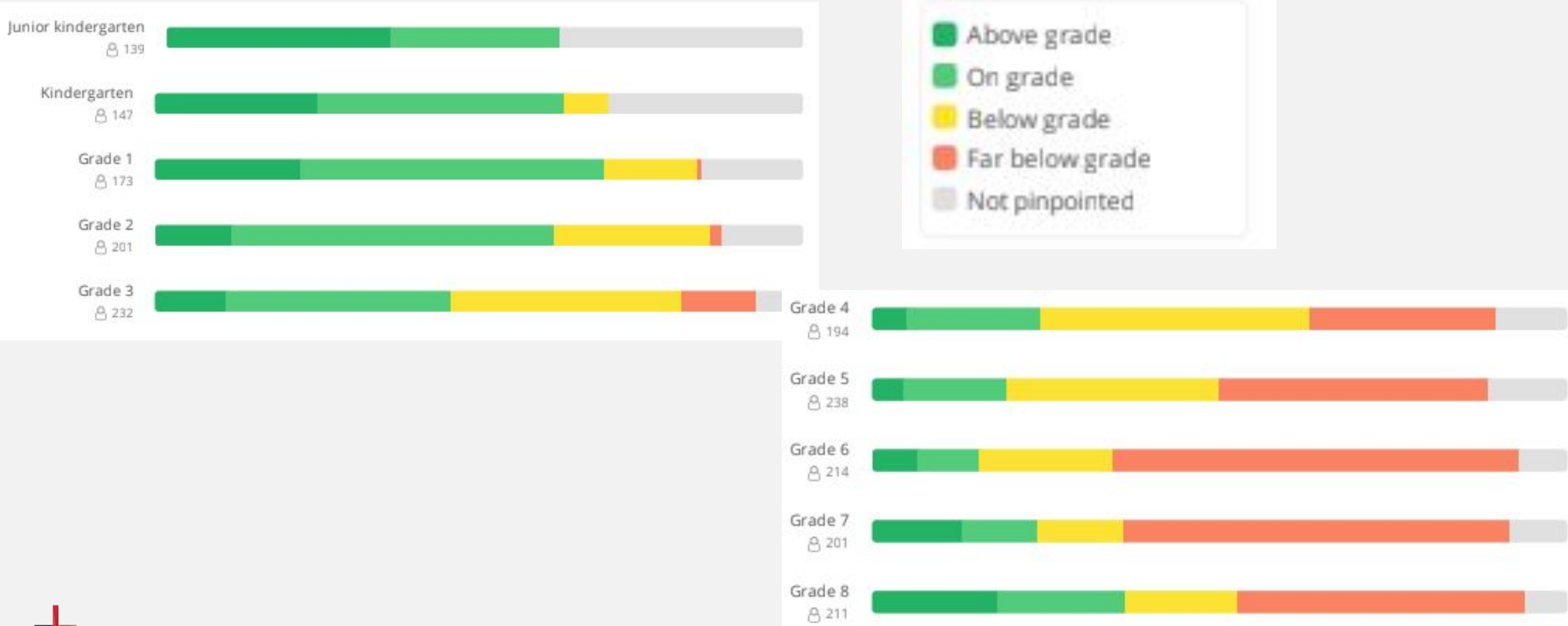
Progress to Date for FDK to Gr. 8 Overall



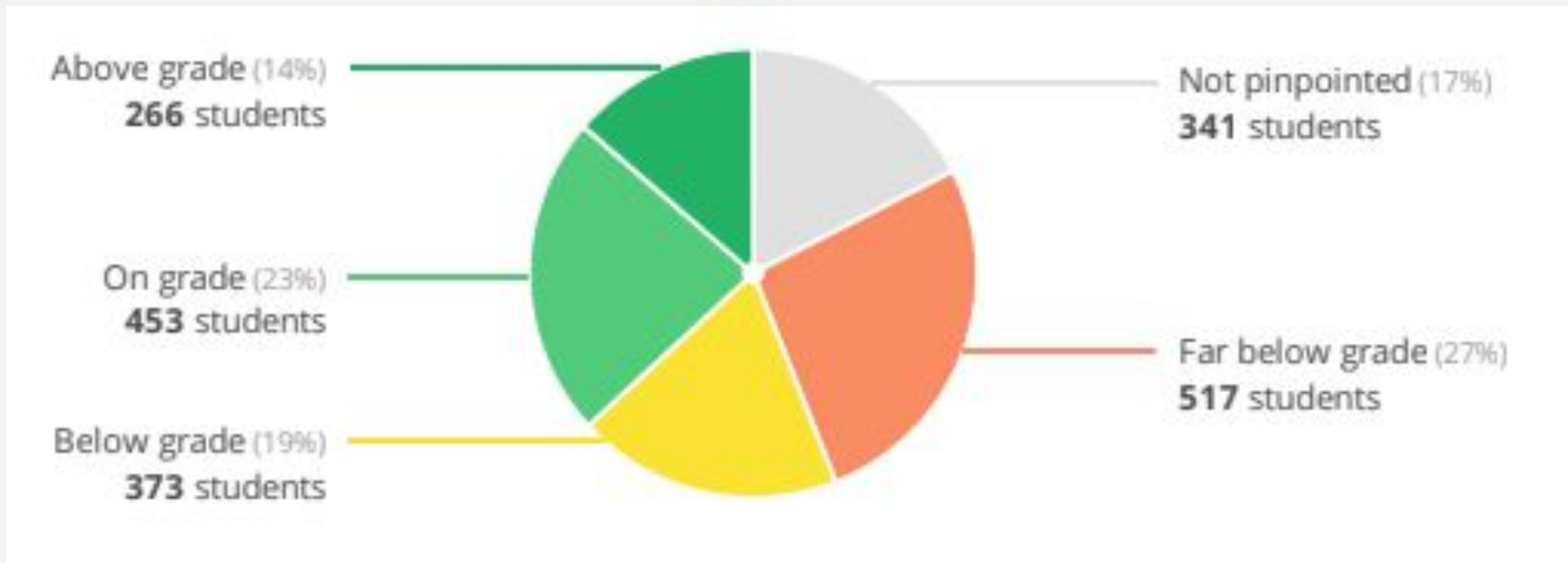
Progress to Date for FDK to Gr. 8 Number Sense



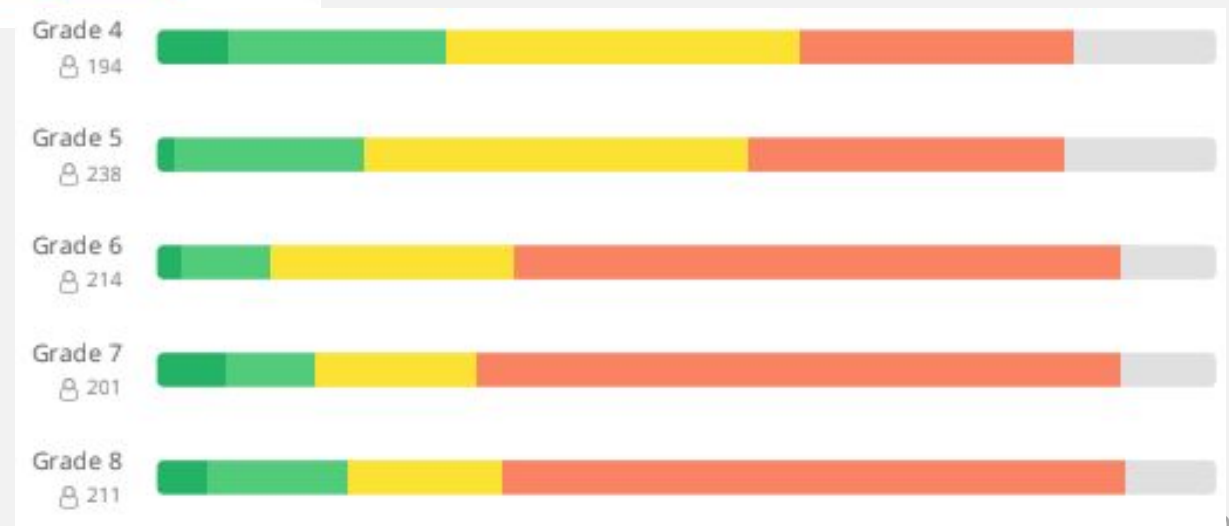
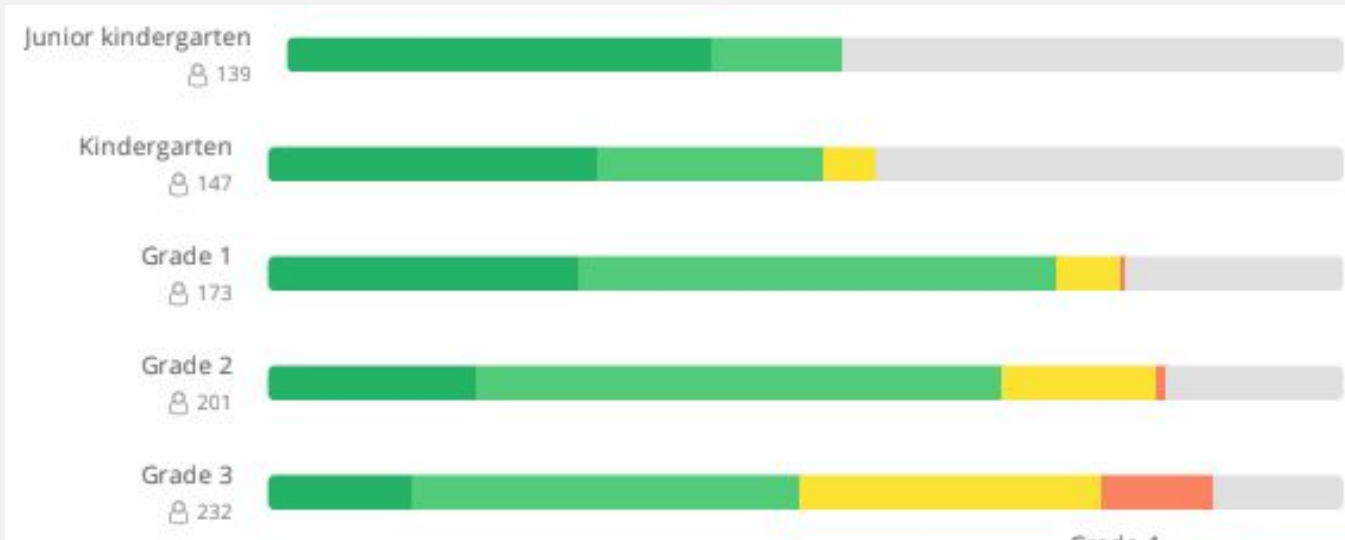
Progress to Date for FDKK to Gr. 8 Number Sense



Progress to Date for FDK to Gr. 8 Algebra



Progress to Date for FDK to Gr. 8 Algebra



Overall Levels by Grade January 2025

| Current Average Level | JK | SK | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-----------------------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| AWCH | 20 | | | 280 | 307 | 323 | 397 | 395 | 466 | 620 |
| BBMO | 50 | 90 | 150 | 232 | 236 | 287 | 273 | 484 | 450 | 433 |
| ECCS | | 113 | 181 | 236 | 351 | 393 | 436 | 500 | 552 | 715 |
| HFEN | 45 | 110 | 203 | 274 | 370 | 393 | 442 | 553 | 503 | 807 |
| OICS | | | | | | | 458 | 453 | 599 | 645 |
| PFES | 49 | 91 | 178 | 254 | 320 | 358 | | | | |
| SAIF | 60 | 170 | 213 | 258 | 284 | 396 | 444 | 527 | 590 | 687 |
| SHKL | | | | | | 332 | 429 | 575 | 576 | 709 |
| SJKL | 71 | 79 | 150 | 270 | 271 | | | | | |
| SJTM | 83 | 130 | 174 | 238 | 405 | 310 | 439 | 416 | | |
| SPCO | 44 | 150 | 132 | 213 | 334 | 396 | 448 | 378 | 545 | 674 |
| SPKP | | 190 | 197 | 244 | 266 | 373 | 458 | 457 | 502 | 660 |
| Average per Grade | 53 | 125 | 175 | 250 | 314 | 356 | 422 | 474 | 531 | 661 |

Grade 3 & 6 Common Math Assessment

Grade 6 Results

| Grade 6 | | | | | | |
|------------|---------------------|---------------------------|-------------------------------------|--|-------------------------------------|--|
| School | # Students Enrolled | # Students with Responses | # Students with 0-4 Answers Correct | % of Students with 0-4 Answers Correct | # Students with 5-8 Answers Correct | % of Students with 5-8 Answers Correct |
| AW | 17 | 11 | 8 | 72.7 | 3 | 27.3 |
| BBS | 8 | 6 | 4 | 66.7 | 0 | 0.0 |
| ECCS | 26 | 26 | 12 | 46.2 | 10 | 38.5 |
| HF | 13 | 13 | 6 | 46.2 | 5 | 38.5 |
| OICS | 55 | 52 | 29 | 55.8 | 14 | 26.9 |
| PF | | | | | | |
| SH | 34 | 27 | 14 | 51.9 | 7 | 25.9 |
| St. Anne | 23 | 23 | 8 | 34.8 | 10 | 43.5 |
| St. Jerome | | | | | | |
| St. Joseph | 12 | 10 | 3 | 30.0 | 3 | 30.0 |
| SPCO | 13 | 12 | 9 | 75.0 | 0 | 0.0 |
| SPKP | 14 | 14 | 5 | 35.7 | 6 | 42.9 |

| # Questions Right | % of Students | |
|----------------------|---------------|------|
| 0 | 3 | 1.5 |
| 1 | 4 | 2.1 |
| 2 | 17 | 8.8 |
| 3 | 22 | 11.3 |
| 4 | 52 | 26.8 |
| 5 | 38 | 19.6 |
| 6 | 43 | 22.2 |
| 7 | 14 | 7.2 |
| 8 | 1 | 0.5 |
| | 194 | |
| 0-4 Responses | 50.5 | |
| 5-8 Responses | 49.5 | |
| 6-8 Responses | 29.9 | |



Frequently missed questions ?

| Question | Correct responses |
|--|-------------------|
| 2. Which types of graph would be best to show the change in monthly precipitation over a period of 6 months? | 88 / 204 |
| 6. A linear pattern is created using the equation $y = 2x + 3$. Which option represents the first three terms of the pattern? | 35 / 204 |
| 7. There are 350 students going to the track meet. 55 students go on each bus. How many buses are needed? | 93 / 204 |
| 8. What is the value of w ? | 83 / 204 |

Grade 3 Results

| Grade 3 | | | | | | |
|------------|---------------------|---------------------------|-------------------------------------|--|-------------------------------------|--|
| School | # Students Enrolled | # Students with Responses | # Students with 0-4 Answers Correct | % of Students with 0-4 Answers Correct | # Students with 6-8 Answers Correct | % of Students with 6-8 Answers Correct |
| AW | 6 | 6 | 3 | 50.0 | 3 | 50.0 |
| BBS | 9 | 7 | 4 | 57.1 | 1 | 14.3 |
| ECCS | 26 | 25 | 8 | 32.0 | 8 | 32.0 |
| HF | 22 | 22 | 10 | 45.5 | 5 | 22.7 |
| OICS | | | | | | |
| PF | 50 | 50 | 29 | 58.0 | 12 | 24.0 |
| SH | | | | | | |
| St. Anne | 19 | 20 | 10 | 50.0 | 5 | 25.0 |
| St. Jerome | 56 | 53 | 37 | 69.8 | 4 | 7.5 |
| St. Joseph | 11 | 10 | 7 | 70.0 | 2 | 20.0 |
| SPCO | 18 | 19 | 7 | 36.8 | 7 | 36.8 |
| SPKP | 20 | 19 | 12 | 63.2 | 3 | 15.8 |

| # Questions Right | | % of Students |
|----------------------|-------------|---------------|
| 0 | 4 | 1.8 |
| 1 | 12 | 5.3 |
| 2 | 26 | 11.4 |
| 3 | 41 | 18.0 |
| 4 | 44 | 19.3 |
| 5 | 51 | 22.4 |
| 6 | 30 | 13.2 |
| 7 | 20 | 8.8 |
| 8 | 0 | 0.0 |
| | 228 | |
| | | |
| | | |
| 0-4 Responses | 55.7 | |
| 5-8 Responses | 44.2 | |
| 6-8 Responses | 21.9 | |

 Frequently missed questions 

| Question | Correct responses |
|--|-------------------|
| 3. What is the perimeter of this shape? | 20 / 238 |
| 8. Mya creates a pattern. She starts at 2 and counts forward by 3s. Jonathan creates a pattern. He starts at 5 and counts forward by 4s. Which two numbers are in Mya's and Jonathan's patterns? | 48 / 238 |

Attendance Data

JUNE 2024 Attendance Data

| School | % Students with 90% Attendance | %Grade 3 with 90% Attendance | % Grade 6 with 90% Attendance |
|---------------|--------------------------------|------------------------------|-------------------------------|
| Aileen Wright | 25.4 | 50 | 23.1 |
| BBS | 16 | 33 | 0 |
| ECCS | 42.1 | 47.8 | 39.1 |
| Holy Family | 40.2 | 25 | 41.7 |
| OICS | 37.2 | | 39.3 |
| Pope Francis | 41.4 | 38.8 | |
| Sacred Heart | 35.8 | | 20.6 |
| St. Anne | 25 | 50 | 45 |
| St. Jerome | 40 | 33.3 | |
| St. Joseph | 45 | 50 | 46.7 |
| SPCO | 33.9 | 33.3 | 33.3 |
| SPKP | 38 | 23.1 | 39.3 |
| Board | 36.8 | 38.43 | 32.81 |

PERCENTAGE OF STUDENTS AT-RISK IN MATH NOVEMBER 2024

| School | Total Number of Grade 3s | Number of Grade 3s At-Risk | % of Grade 3s At-Risk | # Gr. 3s with 3 or more risk factors | # Gr. 3's with Modified Math Exp. | # Gr. 3s who are LD | Total Number of Grade 6s | Number of Grade 6s At-Risk | % of Grade 6s At-Risk | # Gr. 6s with 3 or more risk factors | # Gr. 6's with Modified Math Exp. | # Gr. 6s who are LD |
|----------------------|--------------------------|----------------------------|-----------------------|--------------------------------------|-----------------------------------|---------------------|--------------------------|----------------------------|-----------------------|--------------------------------------|-----------------------------------|---------------------|
| Aileen Wright | 7 | 3 | 42.9 | 1 | 0 | 0 | 17 | 17 | 100.0 | 14 | 0 | 4 |
| BBS | 9 | 7 | 77.8 | 0 | 0 | | 8 | 5 | 62.5 | 1 | 0 | |
| ECCS | 26 | 11 | 42.3 | 2 | 0 | 0 | 26 | 16 | 61.5 | 11 | 0 | 4 |
| HF | 22 | 5 | 22.7 | 0 | 0 | 0 | 13 | 9 | 69.2 | 3 | 0 | 5 |
| OICS | | | | | | | 55 | 23 | 41.8 | 22 | 0 | 7 |
| Pope Francis | 60 | 23 | 38.3 | 14 | | | | | | | | |
| Sacred Heart | | | | | | | 32 | 14 | 43.8 | 13 | 1 | 4 |
| St. Anne | 19 | 9 | 47.4 | 1 | 0 | 0 | 23 | 8 | 34.8 | 4 | 0 | 4 |
| St. Jerome | 54 | 29 | 53.7 | 13 | 0 | 4 | | | | | | |
| St. Joseph | 10 | 7 | 70.0 | 3 | 0 | 0 | 10 | 7 | 70.0 | 4 | 0 | 0 |
| SPCO | 18 | 5 | 27.8 | 7 | 0 | 1 | 13 | 11 | 84.6 | 10 | 0 | 3 |
| SPKP | 20 | 9 | 45.0 | 6 | 0 | 0 | 14 | 12 | 85.7 | 3 | 2 | 3 |
| Board Average | | | 46.8 | | | | | | 65.4 | | | |
| Totals | 245 | 108 | 44.1 | 47 | 0 | 5 | 211 | 122 | 57.8 | 85 | 3 | 34 |

June RC data in math is at Level 2

June RC data in math is at Level 1

June RC data in math is an R

IXL Overall Score is 100-150 points lower than current grade

IXL Overall Score is 151-300 points lower than current grade

IXL Overall Score is more than 300 points lower than current grade

IXL Number Sense Score is 100-150 points lower than current grade

IXL Number Sense Score is 151-300 points lower than current grade

IXL Number Sense Score is more than 300 points lower than current grade

AAN Gr. 2 - 6 or fewer correct answers

AAN Gr. 5 - 7 or fewer correct answers

Student Scored below Level 3 on Gr. 3 EQAO in Math

Student Scored below level 3 on EQAO in Gr. 6 Math

Next Steps

- Continue to support the use of Morning Routine and Sentence of the Day to build language comprehension and writing skills.
- Explore the possibility of a new math program that includes explicit instruction of skills, rather than the current constructivist approach. A recent review of math instruction would suggest that many teachers are not currently comfortable with our core resource and are doing their own thing.
- Stay the course with our approach to reading instruction. It will take time, but we are confident that it will make a difference!

Thank You!

QUESTIONS?

383 Birch Street North
Timmins, ON

W www.ncdsb.on.ca

f Facebook/NCDSB

✉ dbrumwell@ncdsb.on.ca



Catholic Education Makes the Difference.