



*Achieving...Believing...Belonging!*  
**Fulfilling the Promise: Strategic  
Directions 2010-2015**



## Things to consider when reading this report

***The Halton Catholic District School Board is a model learning community, widely recognized as distinctively Catholic, providing exceptional education while nurturing the call to love and to serve as a people of faith, living out God's plan.***

In support of the vision statement, the Halton Catholic District School Board has identified 9 desired outcome measures:

### A Model Learning Community

- A culture that nurtures staff engagement within and between all employee groups
- Parents are actively and purposefully engaged in their child's school

### Widely Recognized as Distinctively Catholic, Nurturing the Call to Love and Serve

- Students who know the foundations/teachings of the Catholic faith
- Staff and students who model the faith and whose actions reflect a Catholic world view
- A culture that nurtures religious vocations

### Exceptional Education

- Remaining at the top: EQAO scores
- Responsive to the needs of all students
- Schools are innovative 21<sup>st</sup> century learning environments committed to excellence
- Increased elementary to secondary school retention

For the desired outcomes, we have identified 20 specific indicators (or place holder for indicators yet to be determined) that reflect the extent to which the desired outcome may be achieved. The 20 indicators were selected based on criteria that may: reflect an important dimension of one of more of the 9 desired outcome measures, data is currently available and part of an on going data collection cycle, the indicator is meaningful to the needs of the system and, collecting and reporting data on the indicator will likely lead to improvement. In some cases, indicators have been created from one item and in other cases a composite measure was developed to more accurately reflect the indicator. A detailed description of each indicator is listed on pages 14-15, at the end of this report.

When reading charts and graphs within this report the **BLUE** lines and bars represent actual results for the reporting period. **GREEN** lines and bars represent future projected data points. In some cases these data points are annual and in other cases are based on three year intervals (depending on the data collection cycle. The **RED** bars and dots represent the targets established. The achievement targets are set for the 2011-2012 school year. Targets based on survey data have also been extended for 2015 and 2020, (based on established data collection cycles).

Although, every effort has been made to ensure the most accurate data is available; all data are subject to limitations. Limitation of the data used in this report include limited data points over time and self-reported information. To better understand these data, a few guidelines for interpretation are provided:

- It is more useful to look for patterns of findings rather than to focus on a specific finding
- While each of the indicators identified is important, using multiple indicators to form evidence of respective strengths and needs is a much stronger approach
- Use caution when comparing across time. When comparing data across years, it is best to include at least 3 time points. Much of the data in this report has only 1 or 2 time points so projections about the changes should be viewed with caution

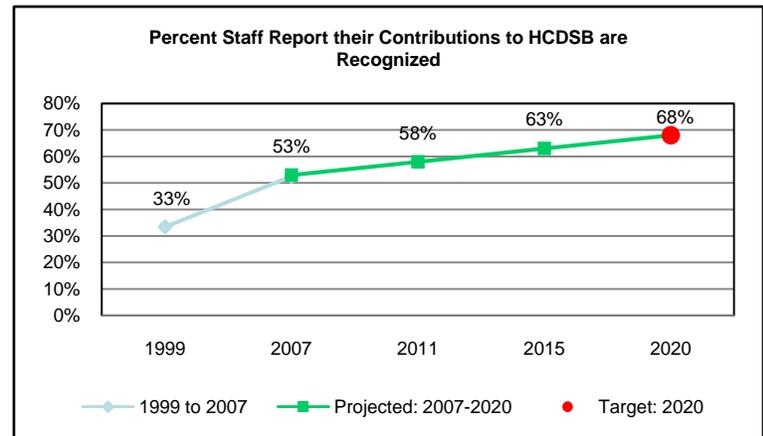
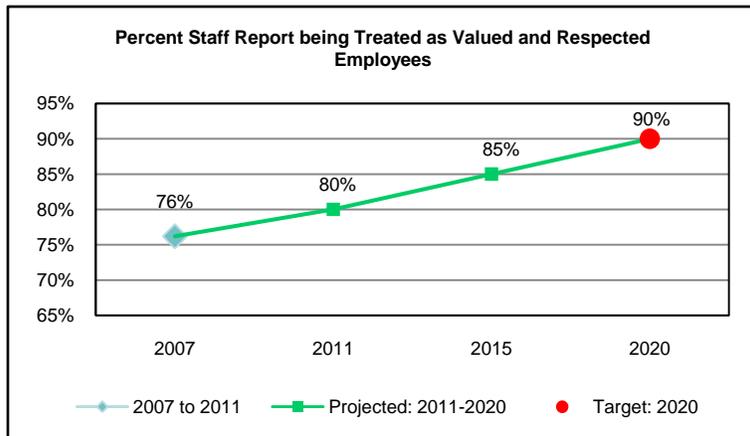
Key to the integrity of the indicators is the quality of the data. Good indicators are understandable to the general public and use plain and familiar language. The following data sources have been used for this report:

- **Education Quality and Accountability Office (EQAO)**  
EQAO assess all students in Grades 3 and 6 in reading, writing and mathematics. EQAO also administers two secondary school assessments; the Ontario Secondary School Literacy Test (OSSLT) and the Grade 9 Assessment of Academic and Applied Mathematics.
- **Trillium**  
Trillium is our boards Student Management System (SMS) – This is the central repository for all student related achievement data
- **Halton Catholic Parent Survey (HCPS)**  
The purpose of the HCPS was to learn more about Halton Catholic District School Board family experiences with their child’s school. Questions within the HCPS focused on Student Learning and Achievement, Special Education, Catholic Learning Environment, Home – School Connections, Specialized Programming and overall satisfaction.
- **State of the System Survey (SSS)**  
In our ongoing efforts to evaluate and to continue improving our system’s effectiveness, trustees, and employees of the HCDSB were invited to participate in the State of the System Survey. Questions asked in the survey focused on five thematic domains: Leadership and Accountability, Work Environment, Organizational Integrity and Efficiency, Professional Growth and Development and Communication.
- **Kindergarten Parent Survey (KPS)**  
The KPS is an Our Kids Network designed instrument that asks parents to respond to a variety of questions. The KPS provides detailed information about the experiences of children and families in Halton and allows for examination of a range of important child outcomes.
- **Halton Youth Survey (HYS)**  
The HYS is another Our Kids Network region wide survey that monitors topics related to school engagement, participation in community activities, physical health, mental health, and participation in non-risk and risk related activities. All students in Grades 7 and 10 are invited to complete the survey.

# Desired Outcome

A culture that nurtures staff engagement within and between all employee groups

## Indicators



## Story behind the baseline

- Employees who are empowered to have meaningful input into the organization feel attached and valued
- Input regarding departmental work rules, social events, recognition programs, hiring, and work flow processes contribute to employee satisfaction
- The more staff are involved, the more they take ownership and contribute with emotion, passion, commitment, and conviction
- 76 percent of staff (at baseline in 2007) feel they are valued and respected

- Research findings confirm that Self Achievement, Recognition, ability to participate in decision making and opportunities for innovative contributions are key to building a culture of staff engagement
- Challenges in building a culture of staff engagement include empowering employees, leveraging internal and external knowledge, and leveraging creativity
- In 2007, 53 percent of staff reported their contributions are recognized – this represents a 20 percent increase from the 1999 baseline

## What will success look like in the next reporting period?

- 80 percent of staff will report being treated as valued and respected employees by Spring 2011
- 58 percent of staff will report their contributions to HCDSB are recognized by Spring 2011

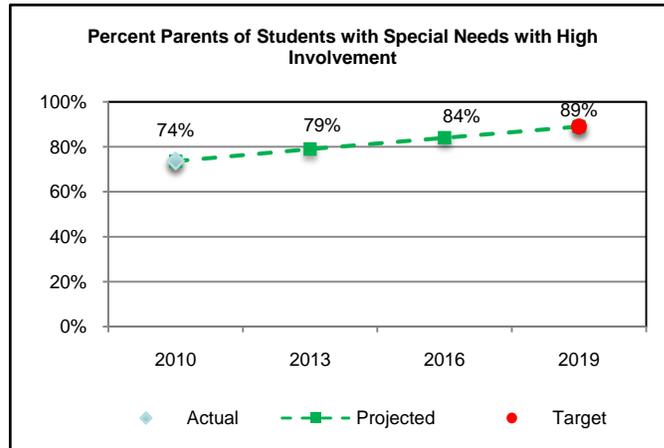
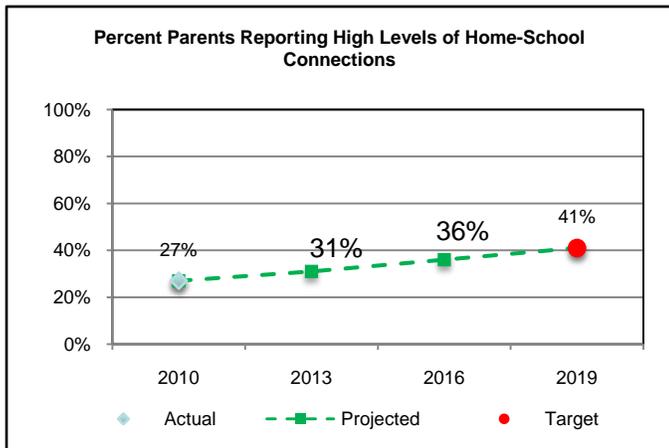
*Success will also be evident by:*

- Greater opportunities and support for staff to bring forward innovative ideas and practices is evident across the system
- Evidence of ideas and suggestions from a variety of employee groups are considered for implementation
- Staff Development facilitating the work of employee groups to implement CLCs in order to create increased and shared understanding among staff that will lead to deeper understanding and action

# Desired Outcome

## Parents are actively and purposefully engaged in their child's school

### Indicators



### Story behind the baseline

- Research emphasizes the home – school connection as central to education
- Mutual understanding, respect, trust and communication between the school, teacher and parents form the foundation for positive home-school connections
- Students' whose parents are positively connected to their school and learning are also more likely to experience high levels of school engagement, improved achievement, reduced absenteeism and better behaviour
- At baseline 27 percent of parents report high home-school connection (That is to say they are provided with opportunities to be involved in decisions at their child's school; have input into their child's education and are able to connected and be heard by their child's teacher)
- For parents of students with special needs 74 percent report high school involvement- here involvement specifically refers to parents contribution, consultation and understanding of their child's IEP process

### What will success look like in the next reporting period?

- 31 percent of parents report high levels of home-school connection by 2013
- 79 percent of parents of students with special needs report high involvement by 2013

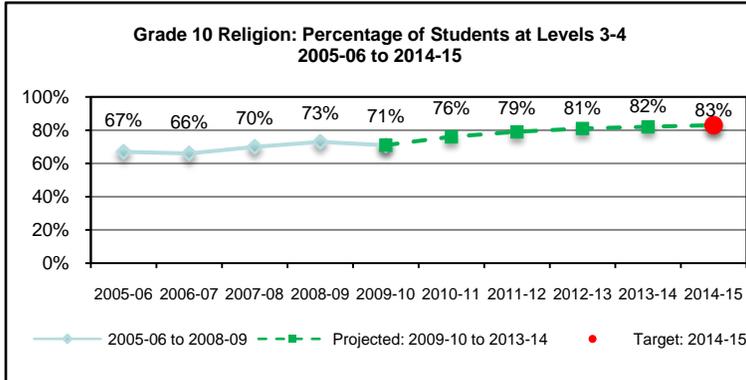
#### *Success will also be evident by:*

- School Council Annual Reports reveal a focus on School Improvement Planning
- Schools will report increased parent involvement in parent teacher interviews
- Special Education Services will report increased parent involvement and consultation in IEP process
- Parents express increased parental engagement and satisfaction as measured by the Halton Catholic Parent Survey

# Desired Outcome

## Students know the foundations/teaching of the Catholic Faith

### Indicator



**Indicator:** Congruence between Grade 7 Religion Assessment and Grade 7 Religion mark

Forthcoming

### Story behind the baseline

- There has been steady improvement in grade 10 Religion (HRE20) achievement over the past 3 years
- The pattern of achievement for grade 10 religion is comparable to other grade 10 course achievement patterns
- Target for 83% of students achieving level 3+ in Grade 10 religion as reported on 2014-15 June Report Card

### What will success look like in the next reporting period?

- 76 percent of grade 10 students will achieve level 3 + in HRE20 as reported on the 2010-2011 June Report Card
- Target for congruence to be established October 2010 and reviewed June 2011

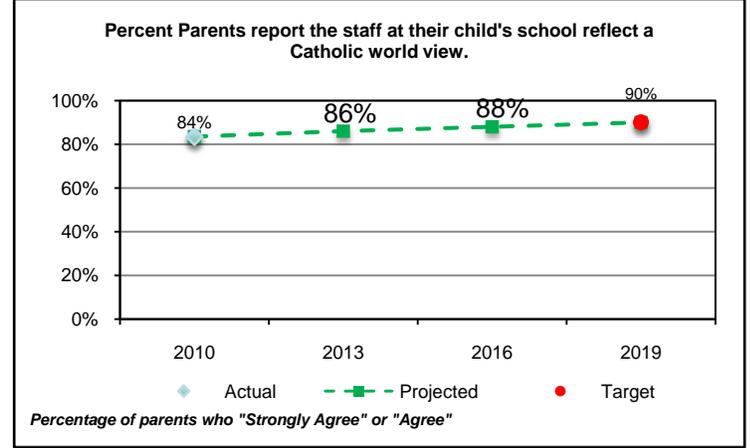
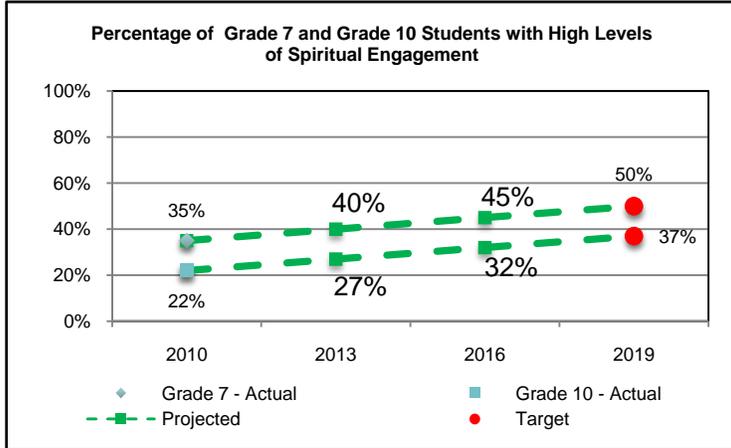
### Success will also be evident by:

- Generalized adoption of assessment framework across all grade 7 classrooms
- Introduction of grade 7 culminating religion assessment board wide
- Increased teacher comfort level in understanding the value of the assessment framework as a tool for effective instruction
- Class visits will reveal students can articulate faith connections, especially those relating to Catholic Social Justice teachings, across the curriculum

# Desired Outcome

Staff and students model the faith and their actions reflect a Catholic world view

## Indicators



## Story behind the baseline

- Spiritual engagement is a critical issues in adolescent development
- Research suggests a close link exists between high levels of spiritual engagement and a young persons positive self identity, resilience, happiness and academic achievement
- A decrease is evident in the percent of students who report high spiritual engagement between grade 7 and 10
- In 2010, 35 percent of grade 7 students and 22 percent of grade 10 students report high levels of spiritual engagement
- To achieve our vision, we must ensure that our Catholic world view permeates not only our content, but also our processes. We must infuse and integrate Gospel values into the language, structures, and processes we created to support curriculum development, staff development and instructional practice.
- At baseline 84 percent of parents believe their child's school reflects a Catholic worldview

## What will success look like in the next reporting period?

- 40 percent of grade 7 students and 27 percent of grade 10 students will self-report high spiritual engagement by 2013
- 86 percent of parents will report the staff at their child's schools reflect a Catholic Worlds view by 2013

### Success will also be evident by:

- Community Adult Faith Formation is embraced across all schools in the system
- Increased staff and student participation in peer leadership and social justice advocacy
- Home-school-parish action plans promote and support student leadership
- Increased student and staff participation in locally provided faith formation/ leadership activities
- Evident positive correlation between students who report high spiritual engagement and student achievement
- Parents report their child's school reflects a commitment to its religious purpose and provides a religious curriculum and resource materials that respect the teachings and traditions of the Catholic Church by 2013 as measured by the Halton Catholic Parent Survey
- Staff report their work environment reflects Catholic values and beliefs and that they are provided with a variety of opportunities to participate in faith formation by 2011 as measured by the State of the System Survey

# Desired Outcome

## A culture that nurtures religious vocations

### Indicator

TBD

### Indicator:

TBD

### Story behind the baseline

- A culture that nurtures religious vocations is a culture that is consistent with a school that models a Catholic world view and manifests a Catholic identity
- We are currently exploring ways this desired outcome can be measured, if possible

### What will success look like in the next reporting period?

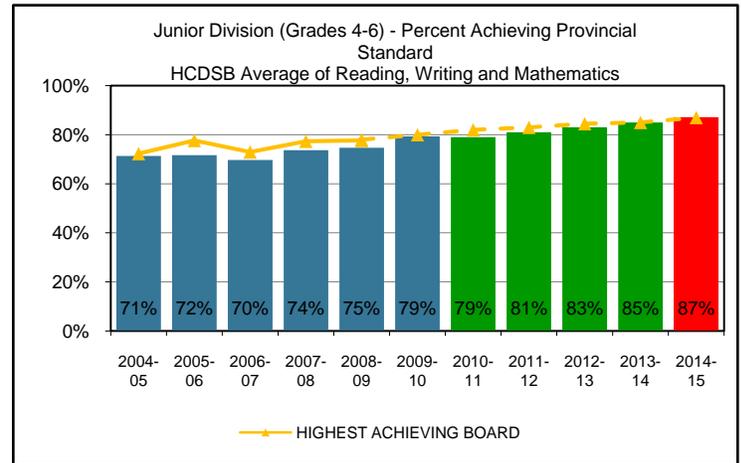
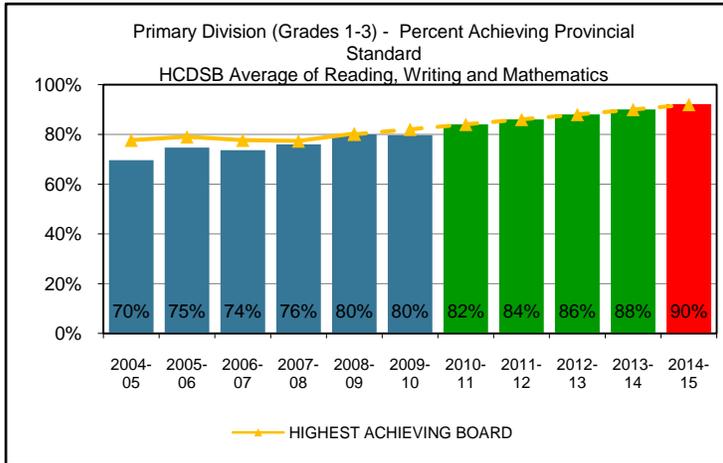
#### *Success will also be evident by:*

- Positive evaluation reports from grade 10 students and exhibitors who attend the Vocations Fair in October 2010
- All participants in the Board's Adult Faith Formation program integrate the strategies and resources learned into their vocation in the service of students
- An increase in the number of elementary schools partnering with Sisters of St. Joseph's and Notre Dame pen pal initiative

# Desired Outcome

## Remaining at the top: EQAO scores (Elementary)

### Indicators



### Story behind the baseline

- As in previous years, 2009-10 EQAO Primary and Junior Assessment results indicated that more HCDSB students, compared to students in the province overall, have achieved at or above the provincial standard in Reading, Writing and Mathematics.
- In 2009-10, HCDSB was one of the highest achieving boards in all areas of the Primary and Junior Assessments

- Across all elementary schools the largest gap in low and high achieving schools (percent of students achieving at or above the provincial standard) is reflected in Junior math, followed by writing and reading achievement
- In the last assessment cycle (2009-10) low performing schools had 49-65% of their students in junior math achieve the provincial standard compared to 90-93% in 5 highest achieving schools
- Similarly, low performing schools had 63-65% of their students in junior writing achieve the provincial standard compared to 92-98% of the 5 highest performing schools.

### What will success look like in the next reporting period?

- Increase in the percent of students achieving at or above the provincial standard on all EQAO Primary and Junior Assessments (Reading, Writing, Mathematics)
- By June 2011, 82 percent of primary students will achieve the provincial standard (average score) – this will increase to 84 percent in June 2012
- By June 2011, 79 percent of junior students will achieve the provincial standard (average score) – this will increase to 81 percent in June 2011

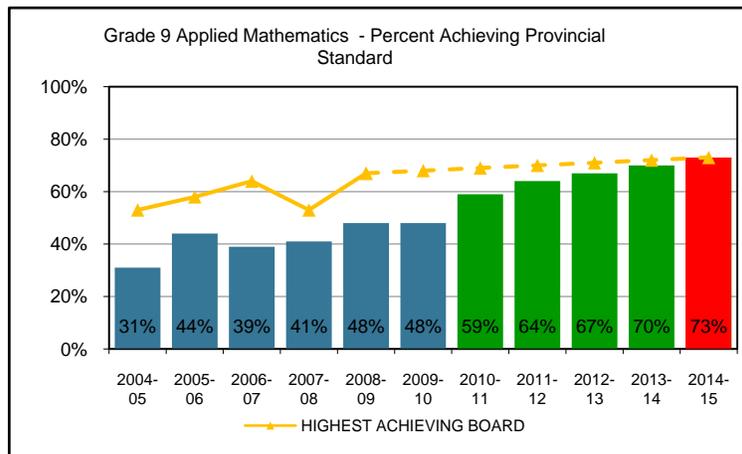
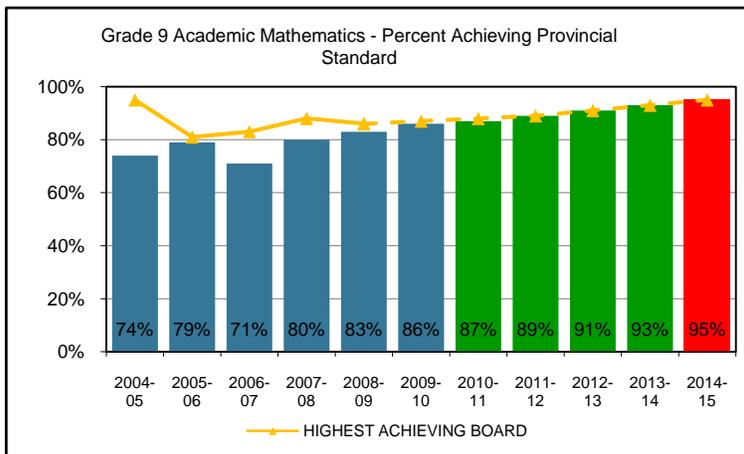
#### Success will also be evident by:

- Improved student achievement related to focus of Instructional Pathways will be demonstrated in student work samples and class profile data
- Increase in the numbers of Grade 3 and 6 students who achieve Mid-Year Benchmarks (as measured by board approved formative assessments DRA/QCA/OCA/OWA)
- While at the same time that we would like to raise the bar in terms of all students achieving the provincial standard we would like to see a leveling of the bar across schools. In other words, we would like to close the achievement gap between high and low performing schools
- By June 2013, there will be a 3 percent increase in the percentage of students achieving level 4 in all areas of Reading, Writing and Math on the Primary and Junior EQAO Assessments

# Desired Outcome

## Remaining at the top: EQAO scores (Secondary)

### Indicators



### Story behind the baseline

- As in previous years, 2009-10 EQAO Grade 9 Academic Math Assessment results indicated that more HCDSB students, compared to students in the province overall, have achieved at or above the provincial standard in Grade 9 Academic math
- In both Academic and Applied math, 44 percent of teachers majored in mathematics as part of their teacher education
- 86 Percent of HCDSB students achieved the provincial standard on the academic assessment in comparison to 90 percent for the highest achieving board in the province

- An area identified for targeted improvement is on the Grade 9 Applied Assessment
- Applied math students are most challenged in the areas of proportional reasoning and geometry and measurement
- Math journals and portfolios are two of the least frequently used assessment practices
- 48 percent of HCDSB students achieved the provincial standard on the applied assessment in comparison to 63 percent for the highest achieving board in the province
- The achievement gap between high and low performing schools (in applied math) has ranged from 26% in 2007 to 34% in 2009 and down to 21% in 2010

### What will success look like in the next reporting period?

- 89 percent of students enrolled in academic math will achieve the provincial standard on the EQAO Grade 9 Math Assessment by 2011-12
- 52 percent of students enrolled in applied math will achieve the provincial standard on the EQAO Grade 9 Math Assessment by 2011-12

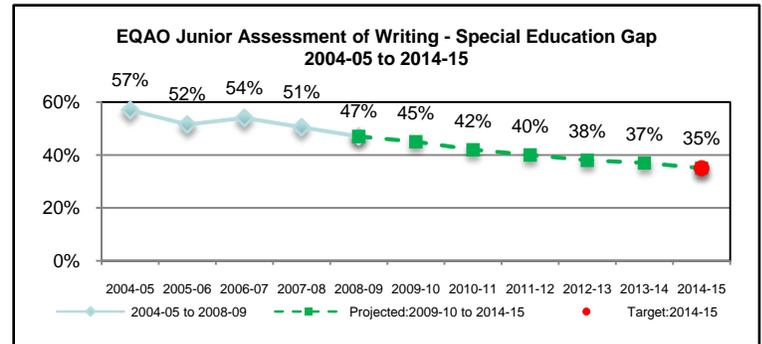
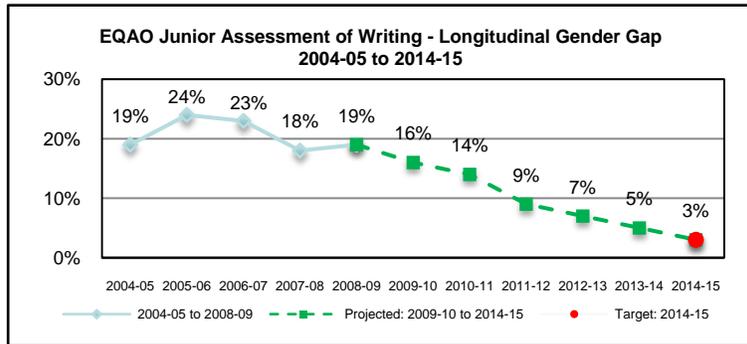
### Success will also be evident by:

- EQAO results will indicate a decrease in the achievement gap between students in Academic and Applied math classes
- EQAO teacher survey data will reflect an increased use of manipulatives and technologies are evident in regular teaching practice
- Report card data indicate fewer students achieving Level 1 and Level 2 in grade 9 math
- Class visits reveal increased student engagement in math problem-solving based lessons, use of manipulatives, technology and a variety of assessment strategies.
- A reduction of 6 percent in the achievement gap between high and low performing schools on the 2010 Grade 9 Applied EQAO assessment ( a reduction from 34 percent to 28 percent)
- The achievement gap between high and low performing schools (in applied math) will continue to close.

# Desired Outcome

## Responsive to the needs of all students

### Indicators



### Story behind the baseline

- There is evidence of fluctuating achievement for both primary and junior girls and boys over the last five EQAO assessment years. The percentage of girls achieving at or above level 3 has been, and continues to be, higher than boys in the areas of reading and writing, in both the primary and junior division. The gender gap is most pronounced in writing.
- Since 2004-2005 we have witness a narrowing of the gender gap on the primary writing assessment – a decrease from 18 to 11 percent. There have been more variable fluctuations on the junior assessment. As in 2004-2005, we have a 19 percent gender gap in 2009-2010.

- Since 2004-2005, we have also witnessed a closing of the achievement gap for students with special needs. In 2004-2005 there was a 57 percent achievement gap in junior reading and writing. Between 2004-2005 and 2008-2009 the gap in achievement between all students and students identified as receiving special education support closed to 46 percent in reading and 47 percent in writing.
- HCDSB achievement gaps reflect national and international research trends which show that male students do not do as well as girls in reading or writing. It is important to note that not *all* boys are less successful on the standardized tests. It is therefore important to ask, “which boys?” For example, we know more boys appear in special education. Males are more likely to have a reading disability, and twice as likely to have a learning disability.

### What will success look like in the next reporting period?

- A narrowing of the gender gap on the primary and junior writing assessments – Ideally we would like to see a progressive gradual decline in the gender gap over the next six reporting periods – our projection for 2009-2011 was to reduce the gender gap to 16 percent – we have reduced the gap to 13%. Our projection for 2010-2011 is to reduce the gender gap to 10 percent.
- A narrowing of the special education gap on the junior reading and writing assessments – Ideally we would like to see a progressive gradual decline in the special education gap over the next six reporting periods – our projection for 2009-10 is to reduce the achievement gaps for students with special education needs to 45 percent in writing.

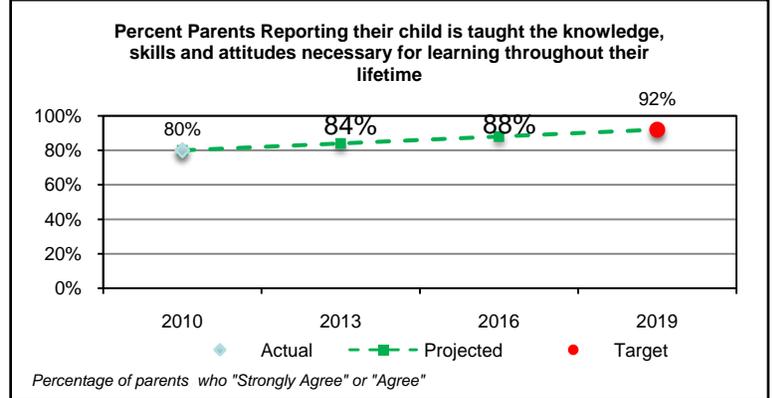
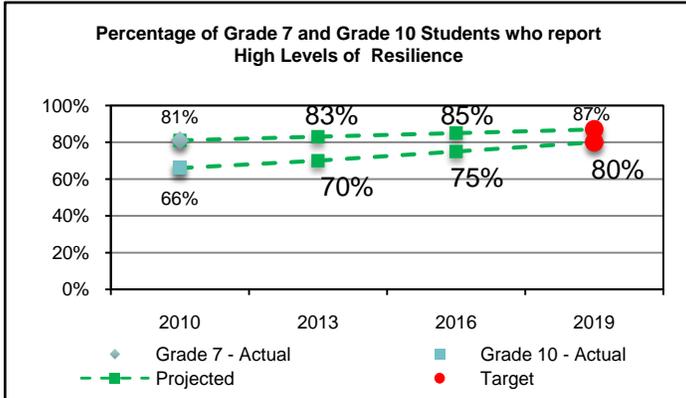
*Success will also be evident by:*

- An increase in the percent of parents who report their child's' school is responsive to the needs of all students, as measured by the Halton Catholic Parent Survey (2013)

# Desired Outcome

## Schools are innovative 21<sup>st</sup> century learning environments committed to excellence

### Indicators



### Story behind the baseline

- Resilience refers to students who have a positive self-identity, are able to deal with frustrations and overcome challenges in positive ways, they feel good about themselves and their future.
- Research shows that youth who have at least one caring adult friend or mentor in their life-- someone who acts as a role model and connects them with resources and opportunities are more likely to be resilient
- 81 percent of grade 7 and 66 percent of grade 10 students reported high levels of resilience in 2010

- The International Society for Technology in Education (ISTE) identifies six key 21<sup>st</sup> Century fluency standards for students: demonstrate creativity and innovation, communicate and collaborate, conduct research and use information, think critically, solve problems and make decisions, practice digital citizenship, use technology effectively and productively
- We currently are in the process of developing and implementation strategy and assessments around 21<sup>st</sup> Century fluency standards for students and teachers
- At baseline 80 percent of parents feel their child is being taught the knowledge, skills and attitudes necessary for learning throughout their life

### What will success look like in the next reporting period?

- By 2013, 83 percent of grade 7 and 70 percent of grade 10 students will report high levels of resilience
- By 2013, 84 percent of parents will report their child is taught the knowledge, skills and attitudes necessary for learning throughout their life

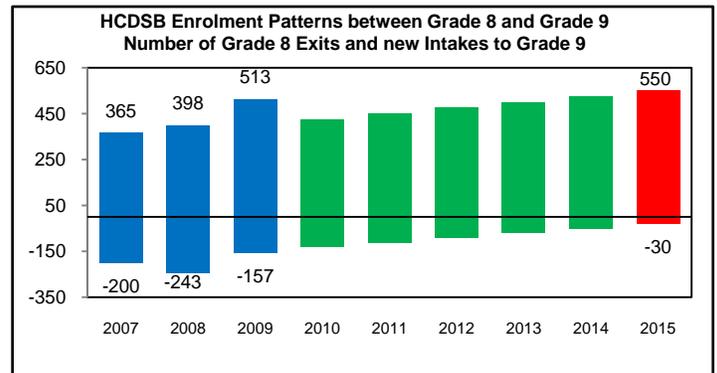
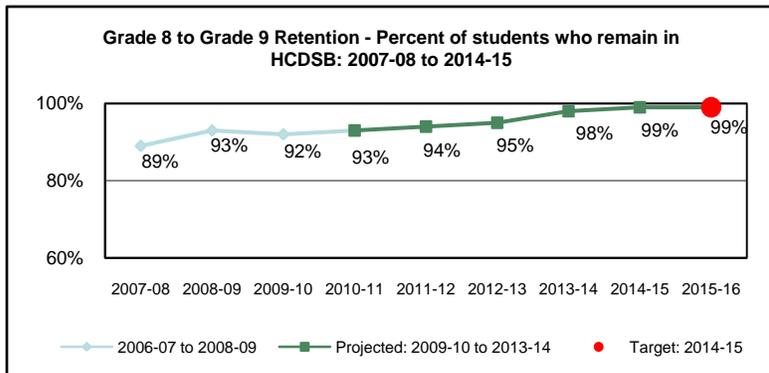
#### *Success will also be evident by:*

- Every student across our system (when asked) will be able to identify at least one caring adult friend or mentor in their life
- Increase number of program pathways and student participating in program pathways will be evident at each secondary school from year to year
- Elementary teachers will have a better knowledge of program pathways offered at secondary schools
- All grade 8 students will have an AEP which assist in guiding pathways planning
- The HCDSB 21<sup>st</sup> Century fluency standards implementation plan developed and shared with the system by June 2011
- By 2011-2012 an assessment framework for 21<sup>st</sup> Century fluency standards will be developed
- By 2011-2012 all teachers will model 21<sup>st</sup> Century fluency standards within their classroom

# Desired Outcome

## Increased elementary to secondary school retention

### Indicators



### Story behind the baseline

- In 2009-10, 92% of HCDSB grade 8 students enrolled in one of our Catholic Secondary Schools
- Marginal fluctuations in student retention rates between grade 8 and 9 over past 3 years
- Schools where elementary retention numbers are lowest are within the Oakville community
- In the last reporting period retention rates in these Oakville schools ranged from a low of 9 percent (St. Vincent) to a high of 76 percent (St. Josephs)
- In 2009-10, 70 percent of elementary schools maintained a 95–100 percent transfer rate to one of our Catholic Secondary Schools
- Over the past 3 years we have witnessed an increase in the number of grade 9 external admissions to HCDSB
- The net gain in Grade 9 enrolment has been increasing
- Bishop Reding, Corpus Christi and Notre Dame received higher numbers of new grade 9 student enrolments compared with the last reporting cycle
- Factors contributing to higher intake patterns have been attributed to quality of school facilities, outreach by guidance departments, modest dress code and population growth in some of our communities

### What will success look like in the next reporting period?

- More consistent retention patterns across all elementary schools
- High retention rates between grade 8 and grade 9 will be evidenced within the Oakville community
- Overall Board retention rates will increase from 92% in 2009-2010 to 93% in 2010-2011
- Continued higher intake patterns in grade 9 relative to exit patterns in grade 8
- Retention rates will be reported to the board annually

# Description of Indicators

## List of Abbreviations

EQAO – Education Quality and Assessment Office  
HCPS – Halton Catholic Parent Survey  
KPS – Kindergarten Parent Survey  
HYS – Halton Youth Survey  
SMS – Student Management System (Trillium)  
SSS – State of the System Survey

### A culture that nurtures staff engagement within and between all employee groups

**Staff Contributions Recognized** -- The percent of staff who report their contributions to HCDSB are recognized (Data Source: SSS, 1999, 2007)

**Valued and Respected Employees** -- The percent of staff who report they are treated as valued and respected employees (Data Source: SSS, 2007)

### Parents are actively and purposefully engaged in their child's school

**Home-School Connection**— Percent parents reporting high home-school connection as measured through a 4-item scale, with a score for each question of 0-4. Parents with a score of (9-12) indicates a high level of home-school connection. A score of 4-8 would indicate moderate home-school connection. The scale asks parents to what extent they agree with the statements: "I am provided with opportunities to be involved in decisions at my child's school; I am provided with the opportunity to provide input into my child's education; My input into decisions at my child's school is taken into consideration and; Teachers at my child's school are approachable and listen to the concerns of parents (Data Source: HCPS, 2010)

**School Involvement**— Percent parents of student with special needs reporting high school involvement as measured through a 2-item scale, with a score of 0-1). Parents with a score of 2 indicates high school involvement. The scale asks parents if they have been consulted in the development of their child's IEP and if they receive regular feedback about the implementation of their child's IEP (Data Source: HCPS, 2010)

### Students know the foundations/ teaching of the Catholic Faith

**Grade 7 Religion Assessment** – To be determined

**Grade 10 Religion (HRE20)** – Percent grade 10 students achieve level 3+ grade 10 religion report card mark (Data Source: SMS 2005/2006 – 2008/2009)

### Staff and students model the faith and their actions reflect a Catholic world view

**Catholic world view**- Percent parents who report staff at their child's school model and reflect a Catholic world view. (Data Source: HCPS, 2010)

**Spiritual Engagement** - Spiritual engagement is measured using a 2 item scale. Youth are asked how often: "spiritual or religious values play an important role in their life" and "spiritual or religious values help them to find meaning in their life". The possible score for each of the 2 items is (0-5), and students with a score of 7.5 or more are considered to have this asset (Data Source: HYS, 2010)

### A culture that nurtures religious vocation

To be determined

## Description of Indicators

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### Remain at the top of EQAO scores

**EQAO Primary Achievement**— Percent of grade 3 students achieving provincial standard averaged across the reading, writing and mathematics component of the Primary Assessment (Data Source: EQAO 2005/2006-2008-2009)

**EQAO Junior Achievement**— Percent of grade 6 students achieving provincial standard averaged across the reading, writing and mathematics component of the Junior Assessment (Data Source: EQAO 2005/2006-2008-2009)

**EQAO Academic Math Achievement**— Percent of grade 9 students achieving provincial standard on Academic Math Assessment (Data Source: EQAO 2005/2006-2008-2009)

**EQAO Applied Math Achievement**— Percent of grade 9 students achieving provincial standard on the Applied Math Assessment (Data Source: EQAO 2005/2006-2009/2010)

### Responsive to the needs of all students

**Gender Achievement Gap**— The percent gender gap in students achieving the provincial standard on the Junior EQAO Writing Assessment (Data Source: EQAO 2005/2006-2009/2010)

**Special Education Achievement Gap**— The percent special education achievement gap in student achieving the provincial standard on the Junior Writing Assessment (Data Source: EQAO 2005/2006-2009/2010)

### Schools are innovative 21<sup>st</sup> century learning environments committed to excellence

**Resilience** -- This is a 7-item scale, with a score for each question of 0-5. Students with a score of 26 or more are considered to have this asset. The scale asks for youth to identify (from never to always) how they feel about themselves with respect to the following statements: I deal with frustrations in positive ways; I overcome challenges/ problems in positive ways; I feel good about myself; I feel proud of myself; I feel in control of my life; I feel good about my future; I am happy (Data Source: HYS, 2010)

**Life Skills** – Percent Parents report their child is taught the knowledge, skills and attitudes necessary for learning throughout his or her lifetime (Data Source: HCPS, 2010)

### Increased elementary to secondary school retention

**Retention Rate** -- Percent of grade 8 students who remain in the HCDSB as they transition to grade 9 (SMS 2006-2009)

**Net Gain/Loss in Enrolment** -- The total number of Grade 9 students who are new to the HCDSB in September in comparison to the total number of students who exited HCDSB in June of their Grade 8 year and did not enrol in one of our secondary schools in September of their Grade 9 year (Data Source: SMS 2006-2009).