



*The Literacy and Numeracy Secretariat
Le Secrétariat de la littératie et de la numératie*

Presentation to Toronto Region MISA PNC

Ontario Focused Intervention Partnership (OFIP): School Selection Model



Focus on Low Performing: Achievement and Improvement over Time

Recognition of changing pattern of educational performance in Ontario:

- Fewer very low achieving schools – reduced by three-quarters from 19% to 5%
- Phenomenon of underperforming schools at higher achievement levels (static/declining)
- Defining performance in terms of achievement results and trends over time



OFIP MODEL OVERVIEW



What is the OFIP Strategy?

- The goal of the OFIP program is to partner with boards and schools to improve student achievement
- Schools identified to be low-performing and/or “static” (based on EQAO results in grades 3 and 6 over three years) are provided targeted support in order to improve student achievement
- Efforts are focused on the implementation of high-yield classroom and school strategies through school and board improvement planning processes
- OFIP funds are used for professional learning opportunities, resources, release time to allow teachers to participate collaboratively in professional learning in their schools and also may be used for literacy and numeracy coaches and other high yield strategies.



Key Purposes of OFIP

- Ensure equity of outcomes for all students across the province
- Provide support for low-performing schools
- Strengthen and support instructional leadership and classroom practices for implementing precise interventions
- Build collective responsibility within the schools towards continuous student learning and improvement
- Implement research-based strategies to improve student learning
- Collaboratively build capacity in boards and schools to ensure long-term sustainability and high levels of student achievement



Benefits of Involvement in OFIP

- Direct support for low-performing schools and student groups
- Support for improvement planning
- Short-term resource support (human and financial)
- Assistance in the use of assessment, monitoring and evaluation of improvement strategies
- Capacity-building opportunities for school and board staff
- Opportunities for staff to be active participants in professional learning communities in their school
- Opportunities for networking and sharing within and across boards and schools



Expectations for Schools

Schools will be expected to have in place:

- Uninterrupted blocks of time for literacy and numeracy
- A common assessment tool for primary and junior divisions
- A School Improvement Team that uses the School Effectiveness Framework as a guide to examine data, identify instructional interventions and to plan for next steps in meeting ambitious targets for student learning
- A School Improvement Plan (S.I.P.) revised based on the school's self-assessment and linked to the Board Improvement Plan (B.I.P)
- Resources to implement a comprehensive literacy and numeracy program across the school
- A process to regularly monitor the growth and progress of specific students to ensure equity of outcome
- Interventions for struggling students



Components of the OFIP Strategy

OFIP

OFIP 1 Schools

- ❑ Schools with less than 34% of students at Level 3 and 4 in Reading for 2 of the past 3 years

OFIP 2 Schools

- ❑ Schools with 34% to 50% of students at Levels 3 and 4 in Reading
- ❑ Achievement has been “static” or “declining” over the past 3 years

OFIP 3 Schools

- ❑ Schools with 51-74% of students at Levels 3 and 4 in Reading
- ❑ Achievement has been “static” or “declining” over the past 3 years.

Distribution of OFIP schools

Criteria	2006-07 Number of Schools Meeting Criteria	2007-08 Number of Schools Meeting Criteria
OFIP 1: Results below 34% in at least 2 of past 3 years	110	18 (plus 2006-07 OFIP 1 are supported)
OFIP 2: Current result between 34-50% and 3 year trend of static and/or declining performance	138	92 (plus 2006-07 OFIP 2 are supported)
OFIP 3: Current result between 51-74% and 3 year trend of static and/or declining performance	397	706



Overall Model Logic: Overview

- Three year trend pattern and current EQAO mark levels are key inputs
- Minimum number of students required to compute calculations; small numbers skew results
- Reading used as main indicator and for simplicity purposes
- Realistically assumes that school EQAO scores are **not** linear over time
- Results are not averaged over time
- Main unit of analysis is the school
- A provincial model requires data and approach that can apply to all schools and boards

OFIP MODEL

CATEGORY OVERVIEW

OFIP Type Key Characteristics	OFIP 1	OFIP 2	OFIP 3
Current Year: EQAO Reading Mark Range for school	Less than 34% at L3L4	34-50% at L3L4	51-74% at L3L4
Typical 3 Year Trends in EQAO Reading for school	Less than 34% in two or more of past three years in Reading	Declining and/or Static	Declining and/or Static



OFIP MODEL: TREND OVERVIEW

- Trends based on calculation of Year 3 vs. Year 1;
- Middle year is seen as “bump year”, and is excluded from most calculations. Exception is “Always High” and “Always Low” categories, where all three years are included
- Differences between current and third year must be 10 or more percentage points to define an improving or declining trend.
- Static trend is defined as plus or minus 9 percentage points in Current Year – Year 3



OFIP TRANSITIONING CURRENT YEAR

OFIP TRANSITIONING RULES

2007-2008

OFIP Type Transition Rule	OFIP 1	OFIP 2	OFIP 3
Carry Over from Last Year, Regardless of Status	YES	YES	NO
Identify new group this year, using same logic	YES	YES	NO
Identify new group using new logic	NO	NO	YES

OFIP: TRANSITIONING RESULTS

OFIP STATUS	Count of Schools
OFIP 1 2006	110
OFIP 1 2007	18
Total All OFIP 1	118
	128
OFIP 2 2006	138
OFIP 2 2007	92
Total All OFIP 2	230
OFIP 3 2007	706
Total All OFIP Schools	1,064



DETAILED CRITERIA OFIP 1 AND OFIP 2



Selection of OFIP LT 34 Schools

What Grades in School?
Gr 3 Only; Gr 6 Only; Both Grades

Are there at least 15 students associated with the test in each Grade(s) concerned?

Y: Continue

N: End

In Each Grade are any of the two of the past three years LT 34%?

Y:

N:

Is School Single Grade or Both Grade 3 and 6

B:

S:

Do Both Grades Qualify?

N:

Y

For Non Qualifying Grade, is most recent year LT 50%?

N:

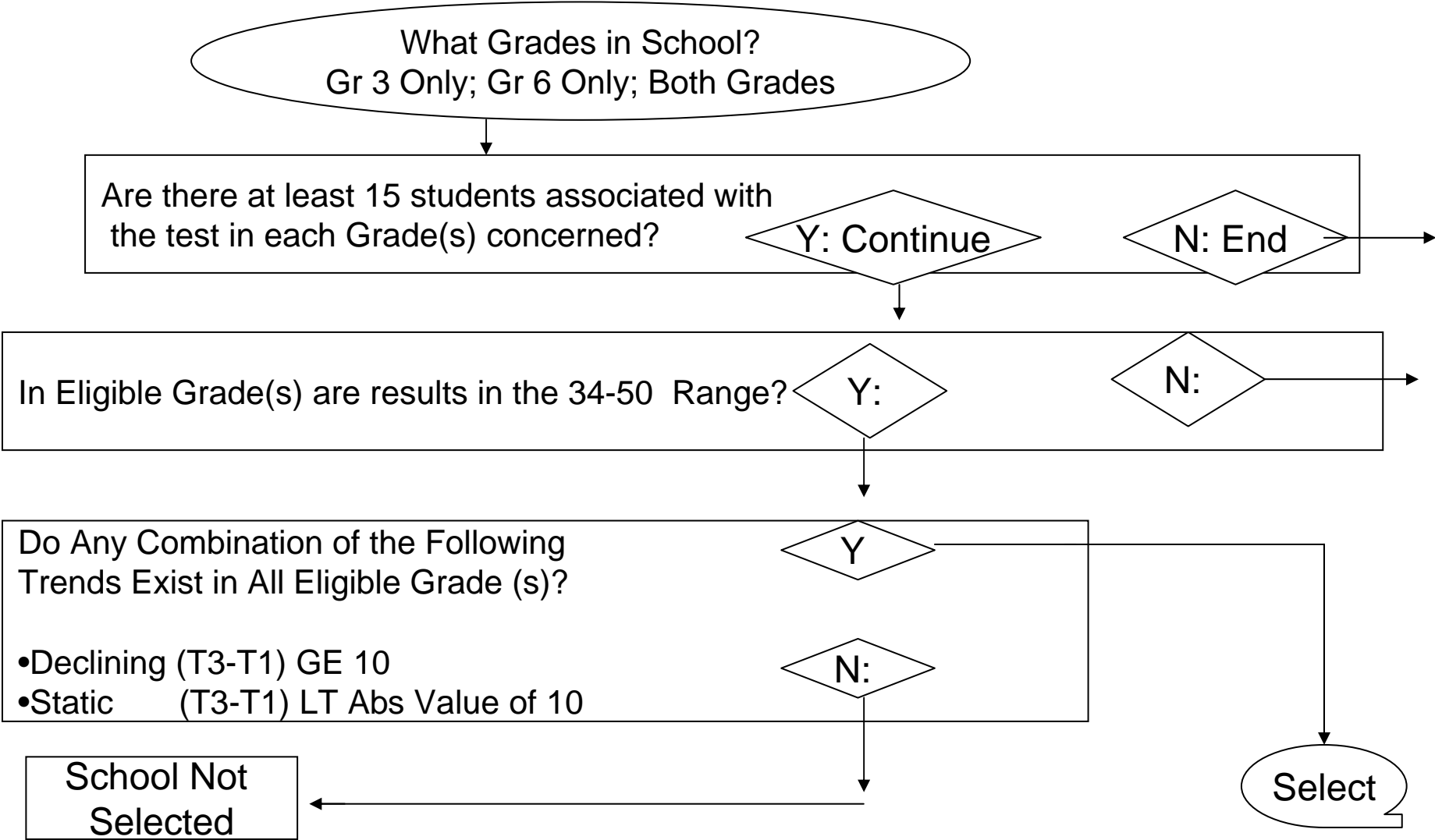
Y

School Not Selected

Select



Selection of OFIP 34-50 Schools

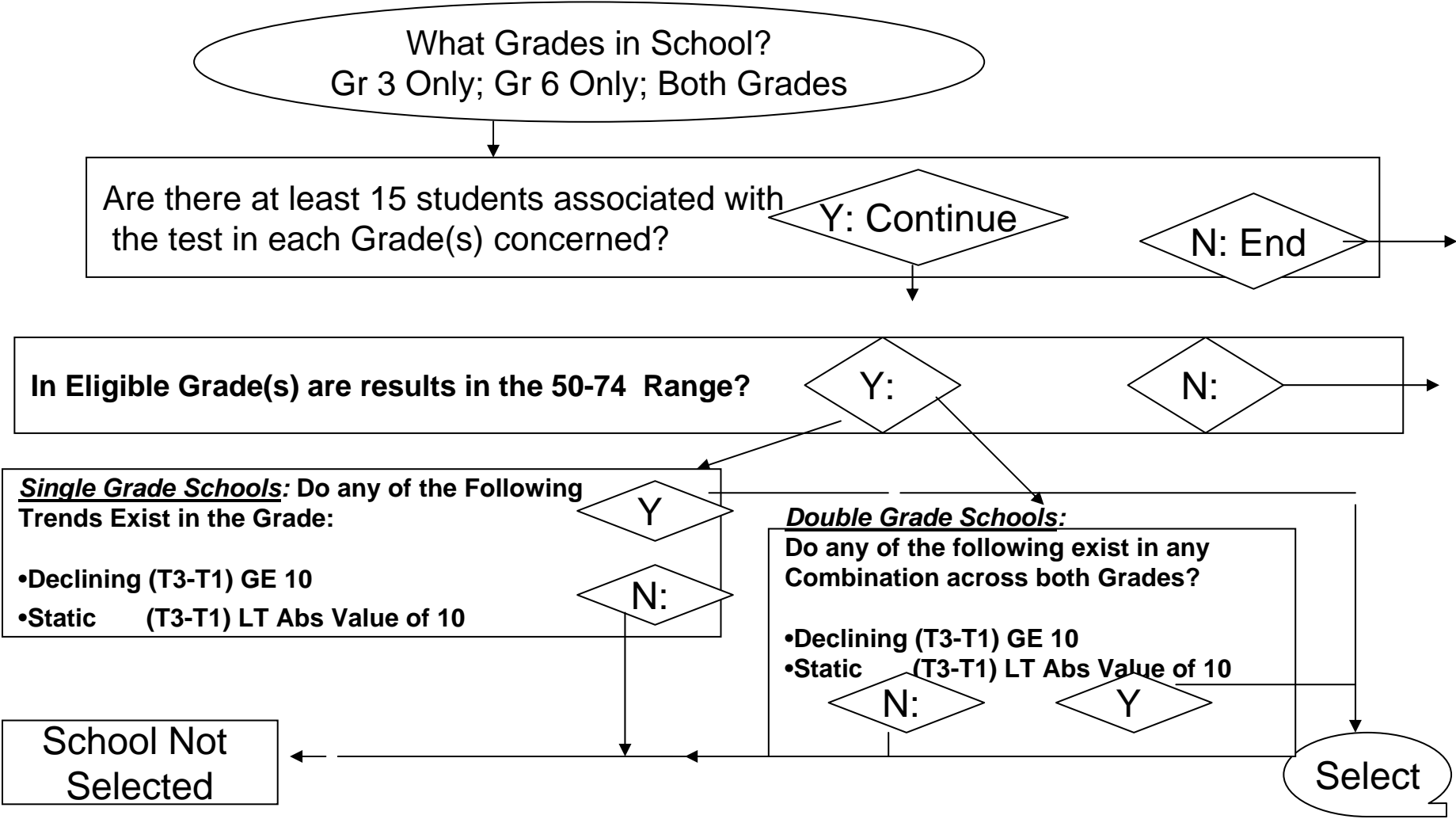




OFIP 3 DETAILED CRITERIA 2007-08



Selection of OFIP 50-74 Schools





OFIP MODEL: CURRENT STRATEGY

- Current emphasis on OFIP 3 schools, since:
 - Over 66% of these schools are “Static” in Grade 3 Reading;
 - Over 60% of these schools are “Static” in Grade 6 Reading
 - About 40% are Static in Grade 3 **and** Grade 6 Reading
 - Static is most prevalent trend among all subjects in all grades



LEARNING WITH AND FROM OFIP SCHOOLS



OFIP: Data Sources

- Teacher Feedback Forms
- Statistical Neighbours
- Diagnostic Assessments
- Principal Year End Reflections
- Final Board Reports
- SAOs
- EQAO results



Results: OFIP

Achievement in Reading

- Median percentage point of students achieving provincial standard on EQAO: Grade 6 Reading
 - OFIP 1 – 48% (38% in 2006)
 - OFIP 2 – 51%
 - OFIP 3 – 67%
- Median percentage point of students achieving provincial standard on EQAO: Grade 3 Reading
 - OFIP 1 – 43% (37% in 2006)
 - OFIP 2 – 52%
 - OFIP 3 – 63%



Demonstrating Improvement Through Focused Action

In 2006-07:

- 75% of OFIP1 schools improved in Grade 6 Reading
- 66% of OFIP 1 schools improved in Grade 3 Reading

- 73% of OFIP 2 schools improved in Grade 6 Reading
- 77% of OFIP 2 schools improved in Grade 3 Reading



Overcoming Challenging Circumstances: OFIP 1 in 2006/07

- ESL/ELD: OFIP 1 schools have almost three times the proportion of students in ESL/ELD programs compared to the provincial average
- Over a fifth of OFIP1 schools have more than 20% of their students in special education programs
- 65% of OFIP1 schools have more than 16% of their students living in low income households (provincially, 27% of schools meet the same criteria)
- Only 1% of OFIP1 schools have 46% or more students whose parents have some university education (provincially, 23% of schools meet the same criteria)



Addressing Underperformance

- Compared to the overall provincial demographic data, OFIP3 schools tend to have lower proportions of students in special education programs, fewer students living in low income households and more students whose parents have some university education.
- For example:
 - 42% of OFIP 3 schools have less than 5% of students living in low income households
 - 6% of OFIP 3 schools have more than 25% of students living in low income households



Learning from OFIP Year 1

To summarize ...

- Achievement Results for OFIP 1, 2, 3 are promising
- Closing the gap
 - Fewer number of schools that fit the model for 1 and 2 based on current results
 - Increase in median for all 3 OFIP categories



Some questions to guide observations at school level

- To what degrees have common/grade level assessments been developed and used at the school level?
- Are literacy/numeracy learning blocks established in schools across the board/province? How much time is allocated to these blocks and how is the time used?
- To what degrees have schools increased their use of high-yield, research-informed literacy/numeracy teaching strategies supported within the OFIP programs?
- To what degrees have teachers increased their use of research and data to inform their practices?
- To what degrees are PLC based models of group interaction currently existing within schools?
- To what degrees have elementary schools congregated, inventoried and centralized their reading resources?